

Seventeenth Annual Report

OF THE

DEPARTMENT OF EDUCATION

OF THE

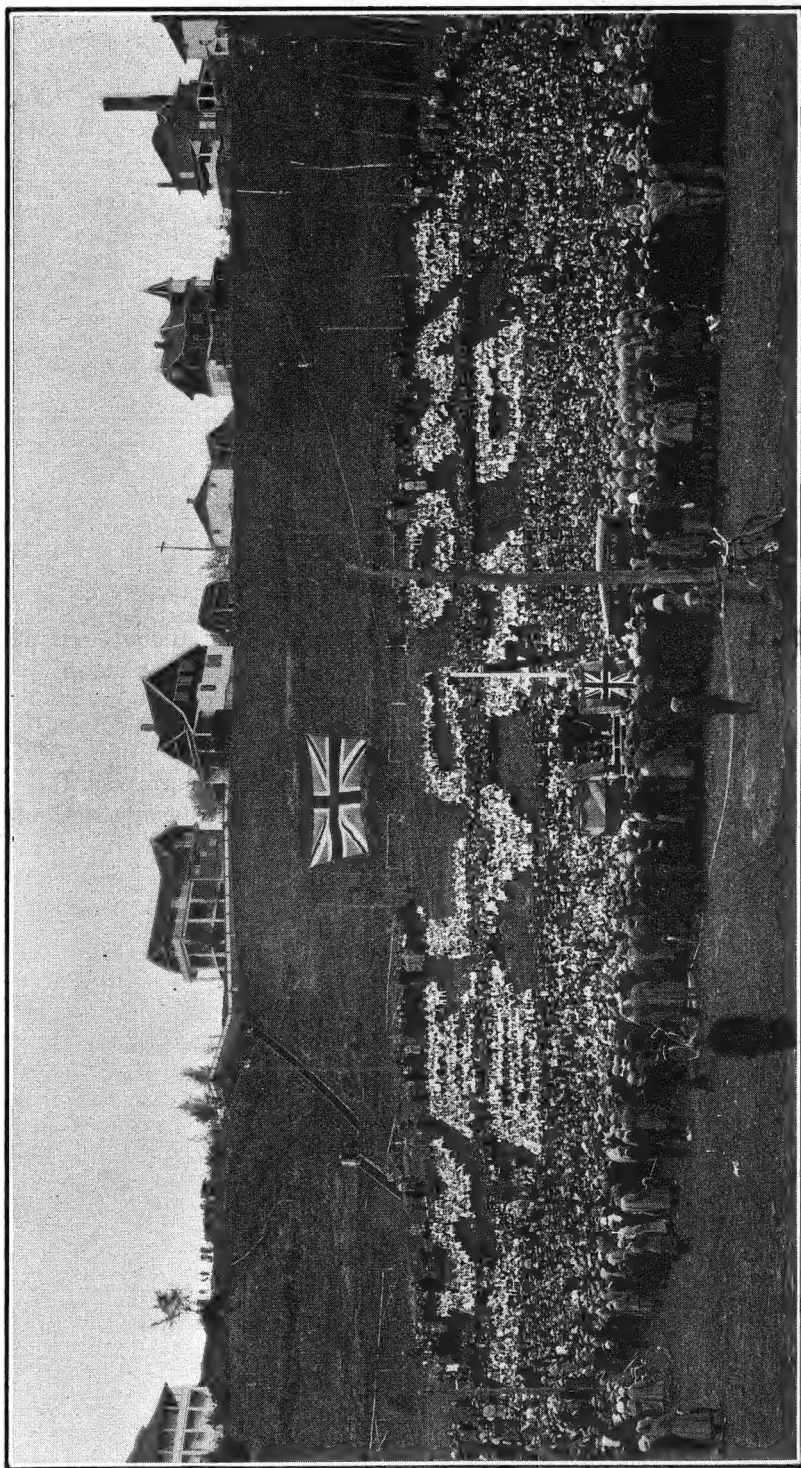
Province of Alberta

1922

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1923



EDMONTON SCHOOLS WELCOME LORD BYNG.

DEPARTMENT OF EDUCATION,

EDMONTON, December 31, 1922.

To His Honour

ROBERT GEORGE BRETT,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1922.

Your obedient servant,

PERREN BAKER,

Minister of Education.

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EDMONTON, ALBERTA,
December 31, 1922.

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1922. It includes reports of the following divisions: The Deputy Minister, the Supervisor of Schools, the Chief Inspector, Attendance Branch, School Libraries Branch, Debenture Branch, Technical Education, and Statistics relating to the progress of education in the Province for the year.

I have the honour to be, Sir,

Your obedient servant,

J. T. ROSS,
Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit the following report on the schools of this Province for the year 1922.

The progress in education was affected by the unfavourable financial conditions in the farming communities throughout Canada. The collapse of prices for all farm produce, coupled with the high prices maintaining for all manufactured goods and machinery needed by agriculturists, made it impossible to carry on farm operations profitably. The rural districts, therefore, had great difficulty in collecting a sufficient amount of taxes to enable them to operate their schools throughout all of the year.

The large majority of schools, however, did operate during all of the school year, and the remaining districts, with a few exceptions, operated for periods from four to eight months. In many instances real sacrifices were made by ratepayers in the pioneer districts, in order to raise funds to provide a good type of education for their children for as long a period as possible. These latter districts were encouraged in their efforts to maintain and operate their schools by a special grant from the Government for each day they kept the school open.

The desire on the part of the people to secure more advanced training for their children is finding expression in the crowding of all the high school departments in the town and city schools, and the organization of classes in grades above the eighth in village and rural schools. Three years ago it was a rare thing to find a one-roomed rural school where grades above the eighth were taught, while for the term ending June 30th, 1922, a total of 286 one-roomed rural schools was carrying on the work successfully and receiving the special grant of fifty cents per day from the Province. The number of pupils in Grade VIII. on June 30th, 1921, was 7,625 and the number in that grade on June 30th, 1922, was 9,789 or an increase in the one year of 2,164. The number of students in the higher grades on June 30th, 1921, was 7,509, and on June 30th, 1922, the number was 10,762, or an increase of more than 33 1/3%.

These figures in connection with the enrolment of students in the senior grade of the public schools and in the high school departments indicate very clearly the progressive spirit towards education that is permeating the parents of the children of this Province. The spirit is observed in districts which are settled by the New Canadians, as well as in those districts where the mother tongue of the residents is English.

The crowding of the high schools means additional expenditure in buildings, equipment and teaching staff for the town and city

schools, and the burden in taxation is weighing heavily on the taxpayer. The response to the demand for more money for school purposes is satisfactory, as the feeling in all communities is that a boy or girl who is capable of benefiting from a course of training in a high school should be given the opportunity of obtaining it.

THE TWO-ROOMED RURAL SCHOOL.

In 1920 and 1921 a large number of rural districts that had an enrolment of more than 60 pupils erected two-roomed schools and secured the services of teachers for each room. The Provincial Government encouraged this policy by providing a grant of \$3.00 per day for the senior room, and the usual grant of \$1.00 per day for the junior room. The grant in the senior room was increased to \$3.50 per day to those schools where pupils above the eighth grade were in attendance. The educational work in all these schools has



WEST END SCHOOL, DRUMHELLER S.D., No. 2472

improved greatly, and all the pupils have made more rapid progress and have attained a much higher grading before leaving school than they did formerly. It was well nigh impossible for a teacher to train sixty or seventy pupils successfully when all the younger ones were not able to understand or speak the English language. In the two-roomed school the junior teacher is usually specially qualified to teach English to beginners, and as the pupils are usually bright and industrious they learn to read, write and speak the English language in a short time. The senior grades also have twice the assistance from the teacher that they formerly had, and I consider that this type of school is giving excellent service in those districts that have a dense population. The burden for upkeep is heavy, as the area of the district is seldom greater than that of the surrounding districts, and therefore the taxes per quarter-section are greater. The educational returns, however, more than justify the expenditure.

THE EXAMINATIONS

In 1922 representatives of the western provinces, at a meeting held in May, decided to recommend to each of their Departments that the old policy of considering the marks obtained by students

on departmental examinations as private be changed and that in future the marks obtained on each subject on which they wrote be recorded on the diploma, in order that trustees or others requiring their services would know the subjects they were well qualified to teach, and the thoroughness with which they had covered the work. This recommendation was accepted by each province and is at present in effect. The standard demanded from candidates for examination in Alberta was a minimum of 34% of the marks obtainable on each paper on which they wrote, and an average of 50% on the whole examination. This was lower than the standards in the other prairie provinces and in British Columbia, and in order to bring Alberta up to the standard of the other provinces, the minimum required on each paper was raised from 34% to 40% and an average of 50% on the total.

During the year a new course of study for the public and separate schools of the Province was outlined by a large and representative committee, under the chairmanship of G. Fred McNally, M.A., Supervisor of Schools. Copies of it were distributed shortly before Easter, and it was examined by many teachers and its merits and demerits were discussed by members of the Provincial Educational Association at the annual convention at Calgary. The Association recommended its use in the schools of the Province for the term commencing September 1st, 1922. The course was therefore printed and distributed, and is at present in use in all our schools. The teachers are making a very careful study of it, and are testing it out in their schools for the purpose of discussing it at the meeting of the Educational Association during Easter week, 1923, and are preparing constructive criticism which will be of great assistance to the committee that is charged with its revision.

A committee is at present preparing a new course of study for the high schools, and the first draft of the course will be ready for distribution about March 1st, 1923.

The supply of teachers during the year has been inadequate, but has more nearly met the demand than in former years. Owing to financial conditions throughout the world many male teachers who had left the profession have been driven back to the schools, and a number of married women who did not expect to re-enter the profession have accepted positions as teachers in the localities where they reside. The outlook, however, for a supply of teachers, is at present very hopeful, as very large classes have been enrolled in each of the Normal Schools. The number of students that will graduate from the Normal Schools on May 1st will be at least 1,000 and this number is greatly in excess of the number that graduated at the end of any term in former years. The reason for these large classes is an economic one. The number of clerical positions available for these students that have graduated from the high schools is small, and they therefore consider that prospects in educational work are at present as good as in any other field of endeavour. In addition to this the policy of the Government in providing loans to students who are qualified to enter the Normal Schools and become teachers has induced many students to avail themselves of the necessary training. The educational prospects for the future are very hopeful when so many bright, intelligent young men and women are preparing themselves for the work of educating the boys

and girls of this Province. These teachers, if they live up to the ideals presented to them at the Normal School, will be able to establish in their pupils right habits, and right attitudes toward Canada, its laws and institutions, and produce citizens who are well informed, honest, industrious, self-respecting, and willing to work and sacrifice for the common welfare. Such teachers, with these ideals, will find that their services are always in demand, and that they will command the highest salaries that the community in which they serve can afford to pay.

I have the honour to be, Sir,

Your obedient servant,

J. T. ROSS,

Deputy Minister.

REPORT OF INSPECTORS OF HIGH SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

Sir,—

We have the honour to submit for your consideration the report of our inspection work in the Secondary Schools of the Province during the year 1922.

All of the schools assigned us have received one and, in most cases, two inspections in the course of the year, and our reports on the work of these schools have already been submitted to your Department. A share of our time was also devoted to attendance at the meetings of the Committee engaged in the revision of the High School Course of Study.

Secondary education in this Province has evidenced a wonderful growth. Not so many years ago some ten or twelve teachers were sufficient to meet the demands for high school education in the cities of Calgary and Edmonton. Today the combined staffs in these two cities number one hundred and seven teachers, and this does not include the staff of the Edmonton Technical School. The High Schools of Lethbridge and Medicine Hat have twenty teachers between them. The smaller urban centres also show a marked increase. Red Deer and Wetaskiwin have each a staff of five and Camrose four, and fourteen towns of the Province have each a staff of three. The number of one-room High Schools or schools where the senior room is devoted exclusively to the work of Grades IX., X. and XI. is increasing at an exceedingly rapid rate. This year ten or more such schools have been added for the first time to our already large inspection lists.

Coincident with the establishment of our Province a large number of young men came to the West to take advantage of its opportunities. These settled permanently in the cities, towns and rural districts, married and raised families. For a considerable time the elementary grades bore the strain of this increasing population, but, in recent years, the advance wave of this body of native-born boys and girls has reached the secondary grades. In the meantime their parents have accumulated a reasonable competency and have shown a commendable desire to give their children every educational facility possible. The present economic situation is also a factor in the problem. There are not as many positions of employment now open to boys and girls of high school age. Consequently they are being retained in the schools for a longer period of time. These two causes, possibly more than any others, are responsible for the acuteness of the situation in regard to high school accommodation.

How to cope properly with the problem confronting them is giving the public much concern. Questions of accommodation and finance are in many places most urgent, and are causing the rate-payers considerable anxiety. Some Boards of Education have taken advantage of the right to charge fees to non-resident students in attendance above Grade VIII. This action has controlled in a measure the registration in Grade IX. in these localities, and, in a lesser degree, that in Grade X. Rural trustees appear to manifest no particular hesitation in paying the fees of students in Grades XI. and XII., but are quite averse to paying the fees of students in Grades IX. and X. At those points, where fees are being charged, there has been a tendency on the part of the trustees in the rural districts to require the teachers in their schools to carry on to the end of Grade X. at least. Many of these rural teachers have neither the qualifications nor the time to do the high school work efficiently and consequently considerable complaint has been made with regard to the training of their students when they enter other schools for the senior work.

In some centres the provision of free education beyond Grade VIII. is being seriously questioned, and the claim is made that the State and the ratepayer in general have done their duty when they have provided free educational facilities to the end of the so-called Public School Course. Whatever answer may finally be given to this question, it is highly desirable that it be given, not under the pressure of the present existing conditions, but only after the most careful deliberation, and that the rights of all the children of all the people be not sacrificed.

The crux of the situation is financial. The sources of revenue for school financing which have hitherto sufficed appear now to be inadequate. The mill rate in the majority of places has possibly reached the maximum and the ratepayer is paying to the limit of his ability. In the cities of Edmonton and Calgary, school revenue, outside of Government grants, is derived entirely from the general taxes, while the civic administration shares in the general taxes, and, in addition, has the revenue from the utilities and other sources. The school rate in these centres appears to be rising while the civic rate appears to be falling and the comparisons made are not always justifiable. Increased accommodation in the majority of places is absolutely necessary. The problem still appears to be to discover sources of revenue which are general rather than local in their application.

In the town high schools and also in the urban centres there was evidence of some improvement in the teaching of the literary subjects. The Grammar and Rhetoric phases of these subjects are being regarded more as the correct and effective expression in speech and writing, and both are finding their meaning throughout the course in terms of the actual compositional activities of the students. In English Grammar the teachers are beginning to fully realize that the formal work is of small practical value, and those parts and aspects of the subject which enable the students to improve their speaking, writing and reading are being emphasized. In the organization of work in the majority of our high schools more time and effort are being given to Composition, both written and oral, and consequently there has been a noticeable improvement in the results

attained in this subject. The students are given more opportunity for practice in both oral and written expression under sympathetic guidance and criticism. In the development of oral and written expression many of our high schools have organized extra class room activities which are fully as important in their way as the regular recitations. These include dramatics, debating clubs, the school paper, etc. In the study of Literature the closely analytical treatment of all literary masterpieces is too prominent in the majority of our schools. The study of notes, figures of speech, meaning of words, etc., receives too much emphasis and the stimulation of the imaginative and emotional faculties of the student is being neglected. In History only fair results have been obtained. In many of the small high schools the teacher's method of presenting the content of this subject is somewhat mechanical and the students fail to develop a proper sense of historical values and the ability to organize historical information.

The average teacher is having more success with the Mathematical subjects. The content of the courses in these subjects is more definite than in the literary subjects, the text books are more helpful, and the students are able to do a great deal more independent work. The students of Grades IX. and XI. yet appear to display a weakness in Arithmetic, both in mechanical work and in attacking Arithmetical problems. In the majority of schools outside of the urban centres the study of the Science subjects is failing to function as largely as had been hoped. The laboratory work is reduced to a minimum through the meagre equipment and accommodation provided for this work. In many schools the teacher has not had any special training in Science work and not having gained his scientific knowledge through actual laboratory practice, he is unable with the equipment provided to carry out effectively the required experimental work, nor is he able to bring to his classes practical applications that touch closely on the principles he is teaching. The study of Languages is developing in the smaller high schools. In many of these schools provision is made for the teaching of one language and all students of Grades IX. and X. are encouraged to take advantage of this provision. In the larger high schools the direct method of teaching the French language is not proving very satisfactory. On account of our burdensome programme not sufficient time can be allotted to oral and conversational work, and at the same time give the students the required training in reading and writing the French language. In very few of the smaller schools has any direct effort been made to give Physical Training its proper place in the school's daily programme.

The most difficult administrative problem that the School Boards have to face, and in the presence of which all others seem insignificant, is that of securing properly qualified and trained teachers. Our supply of high school teachers from outside the Province has been practically cut off and the School Boards of our urban centres have been forced to look to the small high schools of the Province for their teachers. During the past year many of our most capable and experienced teachers were attracted to the larger centres, making the task of filling their positions a most difficult one. The time has come when our own higher educational institutions, the University and the Normal School, should take the necessary steps for the adequate preparation of teachers for secondary school work.

The attitude of the students in the small high schools is generally speaking highly praiseworthy. They manifest an implicit faith in their teacher such as to challenge his or her best endeavour. In the larger urban centres the numerous distractions of various types place a great strain upon the moral stamina of the students. Some succumb, but the majority measure up quite well. In these centres those sharing in responsibility for the training of the boys and girls should work in the greatest harmony. In some centres the extra-curricular activities of the schools seem to be making too great a demand upon the time of the student.



PUBLIC AND HIGH SCHOOL BUILDING, ACME VILLAGE S.D. No. 2296

We were pleased to find that the majority of teachers in the larger high schools hold high academic and professional qualifications. These teachers seem to have the necessary professional interest, progressiveness, and moral seriousness, and are genuinely interested in their students, their ambitions, their problems, and their success. In too many of our smaller schools are found teachers of the itinerant type, who, lacking in earnestness and in the power of leadership, cannot generate enthusiasm for the work on the part of their students.

Secondary education is offered in a large number of schools which do not come under our jurisdiction. Consequently statements made in this report refer only to such schools as have one or more rooms devoted exclusively to the work of Grades IX. to XII.

We have the honour to be, Sir,

Your obedient servants,

(Sgd.) J. A. SMITH,

G. A. MCKEE,

Inspectors of High Schools.

REPORT OF SUPERVISOR OF CONSOLIDATED SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration a report on Consolidated School Districts and the work in connection with the education among New Canadians during the year 1922.

In the line of Consolidated Schools there was very little organization during the year, only one new District being erected, that at Scollard. During the early part of the year a number of School Districts considered the advisability of returning to Rural organization again. A number of meetings were held and the advantages and disadvantages of Consolidation were carefully considered. In the end no Consolidated School District was disorganized, but one unit was withdrawn from the Stony Plain Consolidated School District and one from Mirror Consolidated School District. While it was felt that the Consolidated Districts were more expensive than the Rural Districts the ratepayers decided that the advantages secured through continuous and regular operation, through graded schools, and through the convenience of having the children conveyed to school, together with the advantages of high school education, fully justified the additional expense.

BUILDINGS.

Scollard built a one-roomed addition to its old School. Manyberries has taken all preliminary steps towards building a four-roomed school building in the Spring. Botha, Alix, Carseland and Westlock have given some consideration to the erection of new buildings and will probably build during the early part of the year 1923.

FINANCES.

The financial problem has been given careful consideration by School Boards and I have consulted with many of these Boards on this subject. Unfortunately many Boards borrowed heavily from the Banks in previous years and this year they have had to reduce their obligations to the Banks and still provide for operation. As conveyance is one of the chief items of expenditure they have endeavoured to reduce this to a minimum without working a hardship on the pupils. In this they have been quite successful and the full benefit of changes effected will be shown during the coming year.

TEACHERS.

The Consolidated Schools have had no trouble in securing qualified experienced teachers during the year. Many of these teachers have done excellent work and the pupils in the public school grades have made substantial progress, while those in the high school grades have made a creditable showing at the Departmental Examinations. It is still difficult to secure teachers with the rural point of view and consequently the Consolidated Schools have not broadened out to meet the special needs of rural communities. There are some cases, however, where this is being done to a certain extent. We need capable men who have decided to make teaching their life work to remain permanently in these Districts and prepare themselves for the special requirements of rural boys and girls in the higher grades.

HIGH SCHOOL GRANTS.

Your Department paid a grant of \$2.50 a day to any Consolidated School maintaining an average daily attendance of six pupils above Grade VIII. During the first half of 1921 the amount paid under this grant was \$5,654.00, while during the first half of the year 1922 the amount was \$13,092.95. This shows a marked increase in the amount of work being done in the High School Grades. This in itself is a very encouraging feature as it is acknowledged that High School education should be available to as many rural pupils as possible. It must also be taken as an indication that the quality of the work being done in the Public School Grades of the Consolidated Schools is becoming more effective.

RURAL HIGH SCHOOLS.

There were no new Rural High School Districts formed during the year and the one at Fleet and the one at Irma are the only Rural High Schools in the Province at the present time. These operated during the full year and proved very satisfactory both in the quality of the service rendered and the low cost of operation. These High Schools are providing for the needs of five and six rural districts at a cost of about \$5.00 per quarter section.

There should be a considerable number of such Districts organized as soon as financial conditions return to normal. They offer the solution for the High School problem for farming communities.

OPERATION UNDER SECTION 165.

Schools have operated jointly under Section 165 of the School Ordinance. These are temporary consolidations and are intended to make provision for yearly school where otherwise each District would be able to operate only a few months. They are located mostly in newly settled territory and in the Southern and Eastern part of the Province where farms are larger and the school population sparse.

TWO-ROOMED SCHOOLS.

In the year 1922 fourteen one-roomed Rural Schools became two-roomed schools. In nine cases new two-roomed buildings were erected and in five cases an additional room was added to the existing schoolroom. The addition of a second room marks a decided advance from an educational standpoint as it permits of graded work being done and has the further advantage that the work may be continued into Grades IX. and X.



SCHOOL BUILDING, PRAIRIE RIVER CONSOLIDATED S.D., No. 36.

There are still a number of cases where two-roomed schools should be erected as soon as the financial condition of these Districts will permit of extension of their present school plant. The grant of \$3.00 per day for the maintenance of the teaching staff makes it comparatively easy to maintain the second room when one is established.

HOT LUNCHES.

Hot Lunches were provided in one Consolidated School and in fifteen Rural Schools during the year. There is much to be said in favour of serving hot lunches to children who cannot return home for the mid-day meal, both from the standpoint of the health of the pupils and that of their ability to make educational progress. The cost to the District and the Department is small when efficient management is shown in providing these lunches. All Consolidated Schools should provide such lunches as some of the pupils travel considerable distances morning and evening.

TEACHERS' RESIDENCES.

During the year a number of teachers' residences were erected with assistance from the Department. In 1919 legislation was passed providing for a grant towards the expense of erecting this

better type of residence and since then experienced married teachers have been provided with comfortable home conditions and are encouraged to remain in Rural Districts where their services are so much needed. Teachers with families could be placed in many more such residences if they were available and correspondence would indicate that a considerable number would be erected during the year 1923.

EVENING CLASSES.

Evening Classes are now in operation in twenty Rural Districts. These are largely in non-English-speaking settlements. The number shows a decline as compared with last year, but there is a reason for this in the fact that School Boards are endeavouring to curtail expenditure at the present time. In addition to these Rural Night Schools we have fifteen Night Schools in the towns. In these the students take up Commercial work, Mining, Engineering, Dressmaking, etc., which in many cases are in addition to English, Mathematics and other regular subjects.

OPERATION.

In earlier years the Schools in non-English Districts were supplied with the weaker and less experienced teachers and the pupils made slow progress in many cases. Since the Province has secured an adequate supply of trained teachers these Schools have been able to employ more capable teachers and the pupils have made more rapid progress. As a result the attitude of the parents has improved and many of them are not only willing, but anxious to keep their schools open for the full school year. The Inspectors now have smaller territory to cover and can make frequent calls on Boards that fail to open their schools at the beginning of the term. Operation for the year 1922 was very satisfactory.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,

Supervisor of Consolidated Schools.

REPORT OF SUPERVISOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration my fourth report as Supervisor of Schools for the Province. As in 1921, so during the year just closed the major portion of my time has been given to the re-writing of courses of study and the consideration of text-books. Complete reports of the Normal Schools accompany this statement, so a brief paragraph will summarize the accomplishment of the year in teacher-training

TEACHER-TRAINING AND TEACHER SUPPLY.

Approximately five hundred teachers received certificates early in April. Not all of these secured schools immediately after graduation, but practically all had been absorbed before midsummer. During the fall term, while there was no surplus of teachers, practically all schools in a position to operate were able to secure teachers when needed.

By August 1st it had become apparent that an unprecedented attendance would mark the opening of the Normal Schools at the end of the month. Not less than nine hundred and fifty prospective teachers presented themselves on the opening day. This was nearly double the highest attendance in any preceding year. At once difficulties arose as to class-room space and teaching. In Calgary the fine new wing of the combined Institute of Technology and Normal School was ready for occupancy on the date specified. This building is well adapted to the purpose for which it was designed and has ample space for all the activities of the school. The equipment is thoroughly modern and well suited to the needs of student teachers. In Edmonton it was possible to secure some additional accommodation in the Highlands School, but here the work has been carried on under cramped conditions.

An influx of students of this size meant that the staffs of all three schools were literally swamped with work. Fortunately through a fine spirit of co-operation on the part of teachers in the Practice schools and the generosity of the school boards, all the additional help needed was secured with little or no disturbance of the regular organization. Temporary expedients seemed desirable since it is probable that no such numbers of students will present themselves next year. There should be no shortage of teachers in this Province during the next two years at least.

CONFERENCE OF NORMAL SCHOOL PRINCIPALS.

Near the close of the year an important conference of the Principals of the Normal Schools with officials of the Department of Education was held in the Parliament Buildings. The whole field of training and certification of teachers was thoroughly canvassed and a number of recommendations made to the Minister. Some of these recommendations are given herewith: (1) That the next Normal school year be extended to nine months, the session to terminate on or about June 1st. (2) That the courses of additional training required of teachers holding Third Class Certificates be held during the fall session and in the event of the Normal year being lengthened that these courses be extended to February 1st. (3) That admission to the Normal School be limited to those whose academic standing is clear. (4) That in view of the present crowded conditions of the schools, the use of the loan by persons who could have taken the training without it, and the probable effect on the teaching profession, that the whole subject of loans to Normal students be reviewed with a view to putting it on a more satisfactory basis. (5) That students whose work or attitude has not been satisfactory to the staff and who do not show promise of making a success of their practical work, be reported to the Department as failures and denied certificates of any sort. (6) That students who fail on one-third or more of the subjects of the Normal course or whose practice work has been deficient be granted certificates of the Third Class. (7) That certificates "With Honours" be granted to students who, in the opinion of the staff, have obtained the standard of "Excellent" in both practical work and examination tests in all subjects.

THE NEW COURSE OF STUDIES.

In last year's report there was included a fairly complete statement of the procedure followed in revising the curriculum of the elementary school, of the progress which had been made and of the plans of the Department for the introduction of the course into the schools of the Province. Copies of the outlines in most of the subjects were distributed in March. These came up for discussion at the last meeting of the Alberta Educational Association, and that organization recommended that the revised course with some amendments be authorized for trial in the schools at the opening of the fall term. The entire course was issued in August and since that time has been in use in the schools. With some exceptions the new course has been well received, the outlines being more specific as to requirements and containing a wealth of suggestion as to interpretation, methods of presentation and illustrative material. Close observation is being made this year as to the adaptability of the outlines in the various subjects. The necessary changes will be incorporated in the next edition.

THE SECONDARY SCHOOL COURSE.

The work of the committee revising the curriculum of the secondary schools has gone on steadily throughout the year. It has been deemed wise to include in this report a statement of the work of this committee, somewhat fuller than usual. Following is a summary of the

suggestions received by the committee from various organizations and individuals who replied to the committee's questionnaire:

1. That the number of subjects to be taken by any pupil, in any school year, should be materially reduced, to allow for more intensive work in each subject.

2. That the program of studies for Grades IX. and X. be fairly rigid, with an increasing number of options in each year.

3. That there should be sufficient uniformity in the work taken by all students in the first two grades of the secondary school, to allow a pupil to change his vocational or cultural training at any time during his high school course, without a great loss of time.

4. There was direct disagreement in the recommendations as regards provincial examinations; one group urged them strongly; the other condemned them equally vigorously.

5. There was comparative unanimity in the suggestion that the following courses be obligatory on all—

- (a) English to be carried on during the whole Secondary School course.
- (b) Physical Education (to include Physiology and Hygiene) to be given in every year of the secondary school course.
- (c) History to be retained as obligatory or optional in all grades of the secondary school, but its content to be modified. Provision should be made for the teaching of Industrial History, Civics, the Development of Social Institutions (particularly those of Canada) and Economics.

The result of a study of these suggestions was the formulation of certain principles in accordance with which the work of revision is being done:

1. The new course must be more flexible, i.e., more readily adaptable to the varying needs of pupils living under widely different conditions and to the limitations imposed by circumstances on boards charged with the responsibility of providing these courses. This flexibility should be of three kinds:

- (a) It should meet the needs of the boy who has a bent for agriculture, or mining or commerce, as well as the one who wishes to enter a profession.
- (b) It should result in greater freedom of choice for the local authorities taking into consideration the qualifications of the teaching staff and the ability of the board to provide variety in courses.
- (c) It should provide an attractive program of study for every boy and girl with the capacity for advanced work for at least three years and so delay the choice of a vocation until the full age of sixteen years has been reached.
- (d) The percentage of obligatory subjects should be fairly high in Grades IX. and X., but should show a marked decrease in Grades XI. and XII.
- (e) Local authorities with the sanction of the Department of Education should be allowed to offer optional courses in subjects of special local interest.
- (f) In addition to the elective courses referred to above, a "General Course" should be offered, where feasible. In this course the number of obligatory subjects should be reduced to a minimum in all grades, and the student be allowed to select such options as he may decide, after consultation with the principal.

2. The number of subjects to be taken concurrently is excessive. It is believed that better results would be obtained by decreasing these, and by making a more intensive study of each.

3. The Committee strongly endorses the suggestion that Provincial Departmental examinations be held every year in all subjects. It is believed that this provides the best guarantee that the desired standard is being maintained. All applicants must be admitted to these examinations, whether they have been trained in the regular day schools or not.

TWENTY-ONE UNITS THE STANDARD COURSE.

It has been agreed that a minimum total of twenty-one units must be completed before any student shall be considered to have completed the secondary school course. A unit is defined as the amount of material the average pupil can acquire efficiently in from 175 to 200 minutes per week during the school year. Physical Education will be carried as an extra by all students in every year.

NORMAL ENTRANCE AND JUNIOR MATRICULATION IN THREE YEARS.

The reorganization has been so worked out that the average student may complete the requirements for entrance to Normal or Junior Matriculation (that is, the twenty-one units) in three years. Those who wish to take both may be required to take four years. Since promotions are to be made hereafter by subject no student will be required to repeat a subject in which he already has credit. In this way it is hoped that an increasing number of students may make thorough work their objective rather than the mere covering of a grade.

COURSES ORGANIZED.

The following courses are in process of organization: General, Normal Entrance, Agricultural, Commercial, Technical and University Matriculation. The first two years have been so drafted as to have a large number of subjects common to all courses. In all except the General, approximately 75% of the material is fixed; thus in the Normal Entrance course, for instance, it is generally agreed that a standard amount of certain definite subjects must be mastered by everybody.

The Committee felt that there was a considerable body of students who neither looked forward to a university education, nor to entrance to any of the professions, and that the broadest type of education consistent with the general scheme should be provided. Students electing this broad general education will be required, in order to be eligible for a High School Graduation Diploma, to complete twenty-one units of work, exclusive of Physical Education, four of which must be English. Six of the units must be from work prescribed for Grades XI. and XII. Any extra subjects over and above the minimum will be entered on the Diploma.

SUBJECTS BY YEARS.

It is suggested that the twenty-one units be divided between the years in this way, six in the first year or Grade IX., seven in the second year or Grade X., and eight in the third year or Grade XI. The sixteen required units in the Normal Entrance course are to be made up as follows:

Grade IX.	Grade X.	Grade XI.
English (2).	English (2).	English (2).
General Science.	History.	Agriculture or
Algebra.	Agriculture or	Chemistry.
Art.	Physics.	Arithmetic.
	Geometry.	Geography.
		History and
		Economics.

OPTIONAL SUBJECTS (FIVE UNITS TO BE CHOSEN).

Algebra (1).	Manual Training (2)
Geometry (1).	or
History (1).	Household Economics (2).
Physics and Chemistry (2)	Music (1).
or	Art (1).
Agriculture (2).	Book-keeping (1).
Latin (2).	
French (2).	
German (2).	
Greek (2).	

GRADE XII. (FIRST CLASS NON-PROFESSIONAL CERTIFICATE).

In this grade eight units will be required exclusive of Physical Education. English (2 units) is the only obligatory subject. The remaining six may be chosen from the following list:

History.	Chemistry.
Algebra.	Latin.
Geometry.	French.
Trigonometry.	German.
Physics.	Greek.
Biology.	

COMPARISON WITH THE OLD COURSE.

From the above analysis it will be seen that the following readjustments have been made. History, while offered throughout the four years, is a required subject in but two years. General Science is introduced as a basal course for all the later years in Science. Physics appears in two years instead of four; Chemistry in two years as at present; Agriculture in two years instead of one as now; Algebra, Geometry and the languages are offered in three years instead of four; Art, Geography and Arithmetic continue as at present. It is thus hoped by increasing the time per subject per week, eliminating all useless material and intensifying the teaching, to get better results than when the subjects were spread over more years.

INTRODUCTION OF THE NEW CURRICULUM.

While outlines in most of the subjects have been completed and accepted by the committee it is not deemed advisable to introduce the new plan into all the grades at one time. In September next the new arrangement will be begun in Grade IX. throughout all schools where first year high school work is offered. The new course in Grade XII. will also be authorized for use for the academic year 1923-24. Students entering Grades XI. and X. next September, however, will continue as in the present course for one or two years longer as the case may be. A complete statement of the general proposals of the committee and details of the courses for Grades IX. and XII. will be issued early in the new year.

THE SUMMER SCHOOL FOR TEACHERS.

The attendance at the 1922 session of the Summer School for Teachers was the largest in the history of the school—721 teachers from different parts of the Province applied for admission and of this number 620 were in actual attendance, which is an increase of 153

over that of last year. As in former years these students were representative of the teachers in the rural, village, consolidated, town and city schools of Alberta. Of the 620 teachers in attendance, 100 were enrolled in one or more of the courses offered by the University; 15 were qualifying for the Academic Certificate; and 29 for a certificate of the First Class. The course for teachers, with a first or second class certificate and university training, who wished to secure an Academic certificate was offered for the first time and included the following subjects—Principles of Secondary Education, Psychology of Adolescence, History of Education, and one elective.

As the revised curriculum for the elementary schools was to go into effect in September of 1922 as many as possible of the new courses were dealt with at the Summer School. The following courses were offered so as to familiarize the teachers with the new subject material and methods of presentation included in the new curriculum: Citizenship, Industrial Arts, Music, Writing, Hygiene, Elementary Science, Physical Education, Geography, Agriculture and Household Economics.

In addition to the courses offered by the University last year the following were given for the first time this session: Part II. of Mathematics (7), French (5 and 4), History (2) and Chemistry (1); Part I. of Mathematics (62), Psychology (51) and Psychology (55); and Education (53).

Arrangements were made this session whereby the University Library would take charge of the books which are brought to the Summer School from the Normal Schools and Department. Under this new arrangement the students were given a much better opportunity to use these books, as well as those on the shelves of the University Library.

In connection with the recreational life of the students an effort was made to so arrange the sports that as many as possible of the students would be able to participate. With this end in view, Mr. C. R. Pearson was appointed Director of Athletics, and immediately after the opening of the school committees were organized to have charge of the basketball, tennis, bowling, baseball and other sports.

The Students' Union was a very active organization during the whole of the summer session and the following activities were entered into—two theatre parties, reception of Local A.T.A. to staff and students, visit to Legislature, Radio Concert, Garden Party, Picnic to Seba Beach, Children's Party, and Reception of Students' Union. A special committee was also appointed to arrange for entertainments at the Soldiers' Convalescent Hospital and the choir on Sunday.

During the last week of the Summer School a demonstration of the work which had been accomplished by the classes in Physical Training was given in Convocation Hall. The Chorus Practice class also assisted in this program.

In place of the usual exhibit in Convocation Hall of the work done by the classes in Art, Science, Household Economics and Woodwork, exhibits were held in the different classrooms on the last after-



MEDICAL BUILDING, UNIVERSITY OF ALBERTA.

noon of the session. This arrangement enabled the classes to be carried on without interruption until the day of closing, and the students had a better opportunity of seeing the exhibits in which they were particularly interested.

During the session addresses were given by Dr. Goggin of Toronto, Professor Strickland of the University, representatives from the Canadian Teachers' Federation, and Mrs. Elizabeth O. Middleton of the National Women's Christian Temperance Union.

TEACHERS' CONVENTIONS.

During the year the usual conventions of teachers were held. The provincial meeting during Easter week at Calgary attracted a large number. Principal W. L. Grant of Upper Canada College was the visiting lecturer. His work proved both instructive and inspirational. Owing to the heavy work in the teacher-training institutions but little assistance could be given to the fall conventions by Normal instructors. From reports received it would appear that the teachers rallied to the support of the conventions in a commendable manner and good work was done.

SCHOOL FAIRS.

One hundred and twenty-nine School Fairs were held during the year, including exhibits from approximately 1,500 schools. The School Fair is now an established feature of our educational effort and provides a community children's day of great value.

TEXT-BOOKS.

The committee which revised the course of studies for the elementary schools decided that practically no changes in text-books should be recommended during the trial period of the new curriculum. This problem will be given special study during 1923, and it is probable that new text in Composition, Geography and Writing will be authorized for the year 1924-25. The new Normal Music Readers have been replaced by the Progressive Music Series.

PHYSICAL EDUCATION.

Under the revised course physical education is a required subject in all grades of the elementary school. For many years small prizes have been provided in each inspectorate for the encouragement of this type of work from the Stratheona Trust Fund. With the increase in the number of inspectorates the amount of these prizes has been steadily decreasing. At the annual meeting of the Alberta committee of the Trust it was decided to invest the money in shields, one for each inspectorate. Space will be left for engraving the names of the schools winning the shield during each successive year. The shield will be presented at some public function such as the School Fair, and in this way attention will be directed to the work done in the subject.

Your obedient servant,

G. FRED McNALLY,

Supervisor of Schools.

REPORT OF REGISTRAR

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the following report of the Registrar's Branch of the Department of Education for the year 1922.

EXAMINATIONS.

The annual Departmental Examinations for Public School Leaving and High School Grades were held from June 21st to 30th, 1922. Written tests were provided by the Department of Education for Grades VIII., X., XI. and XII. The number of centres provided for Grade VIII. candidates reached a total of one thousand four hundred and twenty-four, while the number of centres at which Grade XI. and XII. candidates wrote were one hundred and twenty-three.

Students in Grade VIII. who were in attendance at schools included under section 3 of the Grade VIII. Regulations, were granted the privilege of promotion on the recommendation of the principal of the school, where the character of their work was satisfactory. Similarly students in Grade X. who were in attendance at schools included in the classification described under section 4 of the Regulations, were also granted standing on the recommendation of the principal or superintendent of schools.

Students in Grade IX. who complied with the attendance requirement were granted promotion on the recommendation of the principal, in all schools throughout the Province. No written examinations were provided for this grade, excepting in the final subject of British History for students who failed to meet with the attendance requirement.

All candidates for Grade XI. and XII. diplomas were required to pass the Departmental Examinations of their respective grades. The table showing the examination results, submitted herewith, indicates a marked increase in the number of candidates throughout the Province, and also a corresponding increase in the number of promotions made and diplomas issued during the year.

DIPLOMAS ISSUED, 1922.

Grade VIII	4,180
Grade X	1,292
Grade XI	739
Grade XII	235
Senior Commercial	43
Commercial (Shorthand)	71
Commercial (Book keeping)	10
Total	6,570

This year the Department discontinued the procedure of granting diplomas to students holding conditioned standing.

ACADEMIC EXAMINATIONS, 1922.

Grades	No. of Candidates	No. of Successful Candidates	No. granted Conditioned Standing
Grade VIII	5,328	2,590	...
*Grade IX	250	161	...
Grade X	1,253	563	...
Grade XI	1,282	579	274
Grade XII	404	201	81
Commercial (First Year)	155	107	...
Commercial (Second Year)	95	42	13
Commercial (Shorthand)	66	42	6
Commercial (Book-keeping)	19	10	3
†Others	740	...	...

*Students who failed to comply with the attendance requirement.

†This number includes candidates for Grade XII, Parts I and II, Matriculation and Special Cases.

Total number of candidates for examinations,

Departmental (June)	9,592
University Matriculation (May)	230
University Matriculation (September)	308

Grand total 10,130

Number of centres for Grades XI and XII examinations..... 123

Total number of centres for departmental examinations..... 1,424

(Candidates attending schools conducted in accordance with the provisions of the School Ordinance were given the privilege of writing on the Grade VIII examination in their own schools.)

Students granted standing upon recommendation of principals.

Grade VIII	1,590
Grade IX	2,898
Grade X	727

Total 5,215

Grade VIII. students in attendance at schools included in the classification described under section 3 of the Grade VIII regulations were granted standing upon the recommendation of the principal.

Grade IX. students in attendance at all schools who complied with the requirements were granted promotion upon the recommendation of the principal.

Grade X. students in attendance at schools included in the classification described under section 4 of the amendments to the regulations for 1922, were granted standing upon the recommendation of the principal.

CERTIFICATES.

Four types of certificates are issued to teachers in the Province of Alberta, namely—Professional or Permanent, Interim, Temporary and Provisional. Certificates are also graded in four classes, corresponding to the academic standing held by the teacher. These classes are Academic, granted to persons who are graduates of recognized Universities; First Class, granted to persons who hold Grade XII. academic standing or its equivalent, and Second Class, granted to persons who hold Grade XI. academic standing or its equivalent. Training is not provided for Third Class Certificates by this Province, but teachers coming here from elsewhere are in certain cases granted this standing, in order to give them an opportunity to comply with our regulations and secure a higher grade of certificate.

During the year 1922, forty-seven candidates were granted Interim Academic Certificates; two hundred and forty were granted Interim First Class Certificates; six hundred and eighty-two were granted Interim Second Class Certificates and one hundred and fifty-nine were granted Temporary Third Class Certificates. In addition to the above it was found necessary to issue five hundred and fifty-eight Provisional Certificates to meet the needs of the Province. In the majority of cases these latter certificates are granted to persons who have had previous teaching experience, but whose qualifications do not make them eligible for regular certificates.

A reduction in the number of certificates granted to teachers from other provinces is noticeable, while the supply of teachers who receive their training in the Normal Schools of this Province is rapidly increasing, and will, it is expected, be fully adequate during the ensuing year. Detailed information is provided in the tables submitted herewith.

PROVINCIAL CERTIFICATES GRANTED.

	Alberta	Other Provinces	British Isles	Total	Grand Total
(a) Interim Certificates.					
Academic Class to Alberta Teachers	36	...	...	36	
Academic Class to Teachers from Saskatchewan	...	2	...		
Academic Class to Teachers from British Columbia	...	2	...		
Academic Class to Teachers from Ontario	...	1	...	8	
Academic Class to Teachers from Nova Scotia	...	3	...		
Academic Class to Teachers from England	...	...	1		
Academic Class to Teachers from Scotland	...	...	1		
Academic Class to Teachers from Wales	...	...	1	3	47
First Class to Alberta Teachers	219	...	...	219	
First Class to Teachers from British Columbia	...	...	...		
First Class to Teachers from Saskatchewan	...	5	...		
First Class to Teachers from Manitoba	...	1	...		
First Class to Teachers from Ontario	...	4	...		
First Class to Teachers from New Brunswick	...	2	...	20	
First Class to Teachers from Nova Scotia	...	8	...	1	240
First Class to Teachers from England	...	...	1		
Second Class to Alberta Teachers	576	...	...	576	
Second Class to Teachers from British Columbia	...	2	...		
Second Class to Teachers from Saskatchewan	...	9	...		
Second Class to Teachers from Manitoba	...	10	...		
Second Class to Teachers from Ontario	...	36	...		
Second Class to Teachers from Quebec	...	4	...		
Second Class to Teachers from New Brunswick	...	1	...		
Second Class to Teachers from Nova Scotia	...	17	...	79	
Second Class to Teachers from England	...	...	14		
Second Class to Teachers from Ireland	...	...	3		
Second Class to Teachers from Scotland	...	...	7		
Second Class to Teachers from other British Possessions	...	...	3	27	682

PROVINCIAL CERTIFICATES GRANTED—CONTINUED.

	Alberta	Other Provinces	British Isles	Total	Grand Total
Third Class to Alberta Teachers	20	...	...	20	
Third Class to Teachers from British Columbia	...	6	...		
Third Class to Teachers from Saskatchewan	...	27	...		
Third Class to Teachers from Manitoba	...	8	...		
Third Class to Teachers from Ontario	...	12	...		
Third Class to Teachers from Quebec	...	7	...		
Third Class to Teachers from Nova Brunswick	...	12	...		
Third Class to Teachers from Nova Scotia	...	34	...		
Third Class to Teachers from Prince Edward Island	...	8	...		
Third Class to Teachers from Newfoundland	...	3	...	117	
Third Class to Teachers from England	...	...	3		
Third Class to Teachers from Scotland	...	...	1	4	
Third Class to Teachers from United States	...	...	...	18	159
(b) Professional Certificates.					
Academic Class to Alberta Teachers	21	...	...	21	
Academic Class to Teachers from British Columbia	...	1	...		
Academic Class to Teachers from Saskatchewan	...	1	...	2	23
First Class to Alberta Teachers	160	...	...	160	
First Class to Teachers from British Columbia	...	6	...		
First Class to Teachers from Saskatchewan	...	2	...	8	168
Second Class to Alberta Teachers	389	...	...	389	
Second Class to Teachers from British Columbia	...	11	...		
Second Class to Teachers from Saskatchewan	...	13	...		
Second Class to Teachers from Manitoba	...	3	...	27	416
(c) Provisional Certificates.					
Provisional Certificates (Permits)	558	...	...	...	558

TEACHERS' BUREAU.

Free service is rendered to teachers and boards of trustees through this branch of the Department of Education. The Bureau serves as a means of giving information both to boards and teachers, thus enabling them to get in communication with each other without unnecessary delay. During the year a very satisfactory service was rendered and a large number of school boards were assisted in securing suitable teachers.

OPERATION OF SCHOOLS.

The financial situation prevailing throughout the Province has had some effect on the operation of schools and has been responsible for a number of schools remaining closed during a portion of the winter months. However, with the number of teachers rapidly increasing, very few schools now remain closed through their inability to secure teachers, and it is expected that as the financial situation in the Province improves, the number of short term schools will diminish, with a corresponding increase in the number able to operate throughout the full year.

The salaries prevailing throughout the rural schools during the year range from \$840.00 to \$1,200.00 per year. A slight decrease in the average salary paid is apparent, but on the whole, yearly schools have been paying approximately the same salaries as in former years.

I have the honour to be, Sir,

Your obedient servant,

H. J. SPICER,
Registrar.

REPORT OF THE PROVINCIAL NORMAL SCHOOL, CALGARY

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the seventeenth Annual Report of the Provincial Normal School, Calgary, for the year 1922.

The session of 1922-23, the fourth eight months session, opened on August 29th, 1922, in the new building on the North Hill. An increased attendance was expected, but the actual number enrolling surpassed all expectations and more than doubled any previous record. Whereas we had never been called upon to handle in the old building, in any session, more than four classes, and in fact could not have done so, this session we found it necessary to organize the student body into ten classes. These were designated as follows: First Classes—A, 48 men, B, 44 women, C, 44 women; Second Classes—A, 31 men, B, 31 men, C, 38 women, D, 38 women, E, 37 women, F, 36 women, G, 38 women; a total of 136 Firsts and 249 Seconds, or, by sexes, 110 men and 275 women. Of these four Firsts and four Seconds dropped out at the close of the year.

The following tables present the usual statistics of the enrollment:

ATTENDANCE TABLE, 1922.

	First Class			Second Class			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term									
1921-22 ...	26	40	66	21	88	109	47	128	175
First Term									
1922-23 ...	48	88	136	62	187	249	110	275	385
Totals ...	74	128	202	83	275	358	157	403	560

AGE AND PREVIOUS EXPERIENCE IN TEACHING.

	First Class				Second Class			
	Average Age	Less than 4 mos. exper.	4 mos. or more ex.	No. exper.	Average Age	Less than 4 mos. exper.	4 mos. or more ex.	No. exper.
1921-22	18.5	2	11	53	19	2	28	79
1922-23	18.5	1	24	111	19.8	10	69	170

ACADEMIC STANDING FOR ADMISSION, SESSION 1922-23.

	Under- graduates	Grade XII	Grade XI	Totals
Alberta	13	128	200	341
British Columbia	..	..	4	4
England	..	..	1	1
Ireland	1	..	..	1
Manitoba	..	..	1	1
Newfoundland	..	..	1	1
Nova Scotia	..	1	9	10
Ontario	1	..	4	5
Prince Edward Island	1	..	1	2
Saskatchewan	..	..	4	4
United States	3	..	12	15
	19	129	237	385

Note: Under the heading "Undergraduates" are included twelve in the Second Class as not having had sufficient university work to qualify for First Class.

TABLE SHOWING CERTIFICATES OBTAINED
(Including five former students who repeated the practice work.)

	First Class Interim	Second Class Interim	Withdrew
Second Term, 1921-22.	65	114	1

Note: Of the above, four of the First Class and four of the Second Class, having failed in the work of the session, received only temporary certificates.

TABLE SHOWING THE NUMBER OF CONDITIONED STUDENTS IN THE
SEVERAL SUBJECTS, 1922-23.

Algebra	37	French Grammar	7
Arithmetic	16	Geography	2
Agriculture	4	Geometry	38
Art	1	History	18
Biology	1	Latin	1
Chemistry	11	Literature	9
Composition	11	Physics	17
English Language	3	Trigonometry	8

So far as it is of interest to estimate the influence leading to the amazing increase in enrollment, it might be suggested, first, that a glance at the depleted ranks of the private institutions of collegiate or commercial nature indicates that "hard times," answering to the stimulus of the Government loan to Normal students, was the chief factor. In addition, the reduction of permits no doubt forced many to qualify. And a third possible cause was the vague rumour of an impending two-years' course, a rumour originating, possibly, from a recommendation to this end passed at a recent meeting of the Manitoba Federation of Teachers.

A glance at the total number of high school conditions involved in these admissions would suggest one simple method of keeping down the enrollment, and it is satisfactory to report that the Principals'

Conference, held in Edmonton on December 21st and 22nd, recommended, with unanimity and emphasis, that the practice of admitting conditioned students be discontinued.

At any rate the Normal School wing of the new Institute building was crowded and we were obliged, for classroom space, to overflow into the east wing, the domain of the Institute proper. The problem of additional instructors at once arose, and, through the prompt efforts of the Deputy Minister, the Staff was augmented, firstly, by the transfer of Miss Mary Simons and Miss Ethel Hopkins from the Practice Schools; secondly, by the appointment of Mrs. M. Gossip, a former instructor in Household Science and Art, as part time Assistant in Household Science; thirdly, by the services, kept up until their regular duties in the Institute opened, of James Fowler as Instructor in Geography, and Leo Pearson as Assistant in Art. When the Institute classes opened, Mr. Fowler and Mr. Pearson withdrew, and, by a rearrangement of work, Mr. Torrie took the Geography, while Inspector Roberts and Buchanan kindly offered their services for two afternoons as Instructors in History and History of Education. Naturally, even with this increase of staff, the teaching hours of all were considerably increased, leaving, unfortunately, less time for lesson criticism and supervision in the Practice Schools.

Owing to the fact that the building was far from actual completion, internally, some confusion was unavoidable for a time, but it is a pleasure to pay this tribute to the student body, that they settled down to the routine of work with remarkable smoothness and harmony; and, further, that their spirit of co-operation with the Staff throughout the course has been most commendable. Anything but an earnest spirit of work and a wholesome appreciation of the opportunities afforded by the new plant, has been exceptional.

While speaking of the plant, I wish also to express our appreciation of the services of the foremen and the experts of the Public Works Department and of the sub-contractors whose work was still unfinished, for their strenuous efforts to get everything in shape as soon as possible. Though there was considerable delay in the shipment of furnishings from abroad, yet by the close of the year we found ourselves comfortably established in a well-equipped institution. Of course, much yet remains to be done.

One of the finest features of the new building is the gymnasium. Although not yet permanently equipped, this splendid room has served from the very first as a most suitable place for the Physical Training classes, as well as for our crowded social gatherings and for organized sports and games. Basketball is the leading indoor sport, but we hope to find opportunity here, later, for indoor tennis, volleyball, hand-ball, and apparatus gymnastics. The new Physical Instructor appointed by the Department of Militia, Sgt. Gibson, gives generously of his time, in addition to his Physical Training classes, for gymnasium work, and also, when possible, for supervision and demonstration in the Practice School. Our only regret is that, with the large demand on the gymnasium, there is so little opportunity for the Practice School pupils to use this floor. However, some provision for this purpose can usually be made by arrangement of schedules.

During the fall season, outdoor sports received fair attention. The first "get-together" affair of the session was our Picnic at Bowness Park on Friday, September 8th. Next, on Friday, October 6th, a good Field Day was held at Victoria Park. Here the honours were well distributed, and both the entries and the attendance promised well for a vigorous student life. In rugby, also, for the first time, a Normal School team gave a good account of itself. We look forward, for next year, to having a rugby and soccer field of our own, and a busy season of inter-class and Normal-Institute games. For, while there are always a few to whom these activities are the sum and substance of school life, we should aim to show our young men and women that properly controlled sports are a help, not a hindrance, to the student, as well as one of the best kinds of training in the essentials of citizenship.

A final note on sports is a reference to the Inter-Normal School contests in basketball and hockey. On Saturday, February 11th, the Edmonton teams met ours here, and on Saturday, February 18th, our teams played at Camrose. Debate was also a part of each set of contests, the subject here being "Resolved that the Province should have Control of the Natural Resources." These friendly competitions had not only the approval but the financial assistance of the Department of Education.

Besides the gymnasium, certain other features of the new building call for special reference; particularly, the rest room on the third floor for women students and the cafeteria lunch room in the basement. Both are well patronized and not in any idle sense. Four consecutive class periods in the forenoon and three in the afternoon is quite a strain on the attention and we try to relieve it by two or three library or free periods per week, and the girls' rest room serves not only for cases of temporary illness or fatigue, but as a quiet place for individual study. But it is still more gratifying to note that the Library is probably the busiest place in the building.

For practice and observation, naturally, the heavy enrollment offered too large a burden to our regular practice schools. So, with the ready consent of the School Board, the services of eleven rooms in the Hillhurst School were secured. Thus we have had this year a total of twenty-three city grades, besides the one-room school at West Calgary and the two-room school at Glenmore. Observation began on October 24th and Practice on October 30th, the latter continuing to the close of the year. With very satisfactory freedom from interruption through sickness, this work progressed so well that by the close of the first semester the average number of lessons taught per student was well up to six. In the rural schools, in addition, apprentice work was carried on four days a week throughout the year, students going in twos to each room for two consecutive days.

This report appears to deal, no doubt, exclusively with the latter half of the year. It should be noted, however, in addition to the figures given at the beginning, that the classes of 1921-22 spent from January 10th until the resumption of intensive practice on February 21st, in apprentice work, each student working two days in some one grade. The benefit of this "extensive" practice is beyond question. As shown in the table, only eight students, four First and four Second, were reported as failures.

One of the difficulties of our present Normal course, even since it has been doubled in length, is the apparent multiplicity of subjects carried concurrently. While, of course, these might be grouped under certain heads so as to lessen the appearance of diversity, the fact that, with a large enrollment, no one Instructor can carry more than one or two subjects tends to increase the appearance and the feeling on the part of the students that they are trying to attend to too many things at once. The statement given below, which follows the form of statement usually given at the request of students seeking credits elsewhere, shows approximately the amount of class time devoted to the several subjects of the course. The chief cause of this state of affairs is the fact that we have to do so much academic review of public school subjects. In institutions, where this does not have to be done, or at least is not attempted, as in some of the American Normal Schools, most of these subjects would appear under Special Method in the Grades or some such caption, while perhaps two or three would be allowed as Academic Courses. Whether we can improve conditions in this respect or not depends largely on the work taken previously, and brings up again the matter so often referred to in these reports, namely, the advisability, as a pre-requisite to such a short Normal training as ours, of what might be called a pre-vocational year in Grade XI. or Grade XII., which would include a course of academic review. Such a measure as this, by relieving the Normal School of this review, would practically amount to an extension of the Normal Course, and, when it is considered that for those coming to Normal several of the high school subjects are of no direct use, it ought to be considered a quite reasonable proposal. It might also serve to meet to some extent the demands of the resolution passed by a Teachers' Federation, as referred to above. The fact stands that our students are at present almost overwhelmed in the number of different things they have to alternate between from hour to hour and from day to day, so that it is very difficult to cover even a few things thoroughly. I would suggest, also, that, for the Second Class, more time be given to British and Canadian History and less to History of Education. The subjects of the course with the approximate amount of time per week given during a four months' semester of the course is shown in the following statement, the order of subjects suggesting a possible grouping under larger heads. A lesson period is forty minutes in length.

Psychology	2	periods per week
Educational Problems (First Class)	2	" "
School Management and School Law	2	" "
English Literature	2	" "
Composition	2	" "
Grammar	1	" "
Reading	1	" "
Spelling	1	" "
History of Education	2	" "
History	2	" "
Geography	2	" "
Nature Study	2	" "
Agriculture	2	" "
Physiology and Hygiene	1	" "
Arithmetic (including Primary Number Work)	3	" "
Manual Arts	2	" "
Penmanship	1	" "
Primary Literature and Methods	2	" "
Household Science and Art	3	" "
Music	2	" "
Physical Training	2	" "

Some of these subjects are carried throughout the year and others for only one semester.

During the year the only changes in the regular staff were the transfers, already mentioned, of Miss Simons of Grade III, Sunnyside School, and Miss Hopkins of Grade IV., Practice School, to the Normal School Staff, and the appointment, by the Department of Militia, of Sgt. W. J. Gibson, P.P.C.L.I., as Physical Training Instructor. The former of the temporary vacancies caused by these transfers was filled by Miss Effie Storey of Mount Royal School, Calgary, and the latter by Miss Elsie Staples of Ramsay School, Calgary. Miss Staples had already done good service for us in the rural school at West Calgary.

During the year the following outside speakers gave interesting and helpful addresses to the students: March 7th, Dr. Thompson of the Dental Research Department, University of Toronto, on Dental Prophylaxis; March 14th, Taylor Statten on Canadian Standard Efficiency Tests; March 21-23, Miss Lavell, Public Health Nurse, on Home Nursing and First Aid, three lectures, with demonstrations; March 24th, Frank Moodie, an illustrated address on Natural Resources of Alberta.

Between the close of the Spring and the opening of the Fall semester, members of the Staff were engaged in outside work as follows: Mr. Loucks took the work of the Three Hills Inspectorate during May and June; Mr. Torrie, Miss Fisher, Miss Goldie and Miss Simons were on the staff of the Summer School at Edmonton, and Mr. Williams was on the staff of the Examiners. Mr. Hutton was on the staff of the Summer School at Victoria, B.C., and the Principal, on that of the Summer Session of the University of Indiana. Previous to the opening of the Summer School at Edmonton, Miss Fisher and Miss Hopkins continued their work at the University of Chicago, where Miss Fisher completed the requirements for the Ph.B. degree.

With extending experience of the eight months' course we find among our students a wholesome development of school unity and also a growth of interest in educational work. It is, therefore, reasonable to expect in the longer course of training a greater possibility of discovering and stimulating an interest in education as a life work. The Normal School is coming, also, more and more, to fill an indelible place in the student's memory, to be something more than an incident. A slight indication of this is the fact that two reunion socials were held at the school by former students, most of them of recent years; one of these gatherings at the time of the Easter Convention, the other on December 28th. With our present enlarged facilities we may expect a still further development of this Alma Mater spirit towards the school.

In our present location, our public school constituency is a rather uncertain one, especially in the primary grades. From the opening of the public schools in September, we have had in Grade I. of the Practice School, an attendance of only twenty children. To go further afield for such pupils would involve transportation, and the suggestion has been made to the School Board that transportation would probably cost less than additional school rooms for beginners denied admission to school in their own districts. Without some such provision, we are likely to be under strength in these lower rooms for some time

to come. At the close of the year the enrolment in the Practice School was 245 instead of the full number 280.

Spacious as the Institute building is, it has been, this year, almost too crowded for comfort. With almost a thousand persons in regular attendance, including Staffs, Normal School and Institute students and Practice School pupils, a certain amount of friction and of conflict of schedules might be expected; but I am glad to say that this has been almost negligible. At the same time the demand on certain common features of the plant, as the auditorium and gymnasium, is too great for convenience. The Practice School grades have got into the habit of expecting the use of some of the facilities of the building not usually furnished in the city schools, and not called for in the contract, and while we are only too glad to make such provision for this as we can, the time-table does not always permit it. So we hope that, with a central heating plant, there may some day be provided for the children a separate building for gymnasium and auditorium purposes, whether by the Department and the School Board jointly or otherwise.

The Normal Schools are still in need, in order to serve most fully not merely the cities and towns but the Province at large, of an extension of rural practice and observation. With our enrollment this year, we cannot hope to give every student the opportunity of apprentice work in either of our two rural schools. The teachers of these schools are co-operating admirably, and, even with the present limitations, such schools are decidedly better, for the purpose, than a mixed room in a city school. But, while not desiring elaborate equipments to demonstrate the type of school the student on leaving Normal School, first undertakes to direct, we need such attention to and development of these suburban practice schools as will ensure longer tenure of service and greater variety of activity in them; model schools, in fact, that will demonstrate or suggest what might be done in any district by an alert and enthusiastic teacher supported by a progressive board.

As we enter upon the new year, the problem seriously begins to confront our students of teaching positions at the close of the session. With about sixty per cent of the number in receipt of Government loans covered by agreements which provide that they shall enter upon teaching at once, and with many of the schools closed for lack of funds to operate, no little anxiety begins to be felt by these young people. Whether there is to be a supply offering in excess of the demand, and what the effect on salaries will be, remains to be seen, but we earnestly hope that, at the very least, all agencies will co-operate, in a generous spirit of give and take, to bring teachers and schools together with the least friction and delay and under such conditions of whole-hearted school support, that the fresh enthusiasm of the newcomer into the field shall not be chilled at the outset by apprehension or disappointment. It is, I think, worth while to suggest that the whole Inspectoral force be urged to visit these beginners as soon as possible, so that they may get a good start and not be left floundering in their efforts to adjust themselves to a new course of study in their first schools.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF THE PROVINCIAL NORMAL SCHOOL, CAMROSE

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the following report of the Provincial Normal School at Camrose.

The outstanding feature in connection with the school during the year 1922 was the abnormally large attendance. The class of 1921-1922 was 40 above the usual attendance, while the class of 1922-1923 is fully double the normal size. The factors contributing to this increase in numbers were probably: 1. A report that the Government loan was to be withdrawn after the present school year. 2. A report that the Normal School course is to be lengthened to two years. 3. The influence exerted by the Department to induce permit teachers with Grade XI. standing to take the regular training. 4. The present economic conditions which make commercial positions scarce and employment uncertain.

The larger numbers necessitated the engagement of two extra teachers. The Department was very fortunate in securing the services of two efficient and experienced teachers in the persons of Miss Dyde, a former member of the staff in the Department of English and History, and Miss Cole of the Practice School staff, in the department of Elementary Science. Both of these teachers are eminently fitted for the work undertaken, and moreover they entered into the extra-curricular activities in a spirit and with an enthusiasm that greatly increased their contribution to the general welfare of the institution.

A very serious problem arising from the increased numbers was the matter of practice teaching. Only 12 Public School rooms are available, so that in the 1922-1923 school year, each room will have 21 student-teachers, so that the number of formal practice lessons can not possibly be above 10 to 12. This number is quite inadequate for the detection and correction of a student's special weaknesses, and in the case of most students this amount of practice will wholly fail to establish methods based on the teaching of the Normal School staff. I believe the reason why inspectors find young teachers not using modern methods is because too often they have not had sufficient practice at the Training School to put them in possession of the methods advocated, and so they fall back on the methods which they have seen used in their own Public School days. So long as this is the case, it is quite impossible to make much progress in the way of introducing up-to-date methods.

For the last couple of years, extra practical training has been given by dividing the classes into groups of 3 or 4 and allotting each group to a classroom in the Practice school for several half-days. At

first they observe certain factors to which their attention has been called by the staff, then gradually they are assigned simple duties by the classroom teacher, and toward the end of their observation period they assume considerable responsibility in the management and teaching of the class. The time available for this work with 72 groups was altogether too short, and it is now apparent to the management that, for really efficient work, the total number of students per classroom should not exceed 10 or 12. Some relief could be gained in this particular school if the lower forms of the High School were available for practice work and observation. This is all the more desirable now, since so many rural School Boards require their teachers to teach a Grade IX.

I would like to call attention also to the anomaly of training rural school teachers without observation or practice in a rural school. Quite a large percentage of our students are wholly ignorant of the problems of the rural school or the rural community, and it would seem to be one of the first demands of teacher-training in this agricultural province, to make provision for such observation and practice. Until some better plan is evolved, it might be possible to arrange for each student to spend a month, or even a fortnight in a rural school under the regular teacher, who had been approved for such work by the inspector. This could be done immediately at the close of the Normal School. If the selected schools were then placed under the oversight of members of the Normal School staff for the practice period, both students and staff would be greatly benefitted, and more than likely the schools would too.

Considerable effort was made during the year to put the students into touch with movements which concern the rural districts, and which the teacher may support with profit to all concerned. Speakers were invited to give addresses and explanations on such matters as Tree Culture, School Fairs, Municipal Hospitals, the Public Health Nurses, Junior Red Cross, Organized Girls' Work and kindred subjects. Students are encouraged to identify themselves with rural organizations which aim to improve conditions, and to be real members of the community.

The staff have given special attention to the task of making the students acquainted with the new curriculum. Not only is the course studied from the standpoint of subject matter, but its aim is thoroughly discussed and interpreted in terms of modern life. Some idea is given of the material needed to teach the course effectively, and students are directed where to get this. A somewhat new departure is a series of tests on the actual subject matter, and a demand that the teachers in training attain a required standing before being granted graduation standing in the subject. For example, in Penmanship, a student must reach the Grade VIII. standard according to a Standard Test, using the method of writing laid down in the Course of Studies. Considerable use is being made of the better known Standard Tests, for the purpose of showing the students their own stage of proficiency, and also of indicating how, through these devices, a teacher may get a definite idea of the progress being made by her pupils.

Intelligence Tests were used again this year at the opening of the term. Class groups were formed of people of approximately equal intelligence, and the practice proves useful from several standpoints, such as the adaptation of method to the group, the presentation of a wider range of subjects, or a closer study of the same subjects by the quicker students, and the possibility of discovering shirkers. In this connection, one very interesting feature has been discovered, namely, that some of the highest grade individuals are really indifferent workers, and when pressed to work to capacity show rather marked weakness, while many lower grade students are careful efficient workers, and outstrip their so-called superiors ordinarily. The latter, however, easily show their superiority when both are given a difficult single project, which is new, and of such a nature as to challenge attention and interest. This would seem to indicate that bright children in passing through Public and High School, form habits of idleness and slipshod procedure which greatly discount their achievements. This, in turn, would suggest some form of organization which would demand the quick child's best effort from the beginning of his school life, in order that his whole ability may be developed for the service of himself and society.

Our experience with these Tests has, however, shown the absolute necessity of care in forming conclusions from their results. They form one means of diagnosis, but only one, and the others must be kept in mind constantly; for example, one student's grading was very decidedly improved when she secured suitable glasses.

During the latter part of December, 12 former students returned to write on 25 subjects in which they had been conditioned at the close of their Normal School course. The candidates passed in 14 of these subjects, and will be called upon to write again on the remaining 11. Two students also returned to repeat practice-teaching. One of these was successful. In cases of bad failure in the regular course, it would seem very desirable for the candidate to repeat at least a part of the Normal School course.

Each year a fair proportion of the students come to the Normal School after having some experience in teaching. These students have such a marked advantage over the wholly inexperienced, that it suggests the advisability of making in the regular educational organization some accepted provision for limited experience in teaching before taking the training course.

At the beginning of the year 5 teachers with some training and experience entered for the "Advanced Course." By necessity, these were placed in the regular classes. They might get a much more desirable course in a separate class, and perhaps such a course might be provided if all these candidates were required to go to one school. On the whole, too, these teachers are more mature than the ordinary Normal student and are capable of studying educational problems from a different standpoint and with a greater zest.

The youth of the students continues to be a decided handicap. The average age of this year's First Class group is about a year lower than in any previous year, at least for some time. At the early age represented in this group, Applied Psychology, History of Education,

Educational Problems and the like have very little chance of functioning in the way of forming a scientific basis for method and school organizations and management.

The school was particularly fortunate in matters of health of staff and students and in keeping the same staff. Only one change of personnel occurred in the staff. This was caused by the resignation of Miss Margaret Stewart who had been the efficient head of the Department of Household Science from the opening of the school. Miss Stewart, by her energy, optimism, sympathy, and genius for organization made a splendid contribution to the ideals and traditions of the school, as well as to the value of the training given the students. Miss Stewart's successor was Miss E. K. Bowman, who had been in charge of the Household Arts Department in the Edmonton Technical School. She is eminently fitted by nature and training for the work in the Normal School, and is giving the work of her department a very practical turn. One evidence of this is seen in the organization of the hot lunch in the Practice School. The students in groups prepare and serve this to the Public School children in their regular classrooms to make the problem approximate as nearly as may be to the conditions of the one-room school. Careful planning and strict accounting are demanded, and the whole problem is made as real and practical as possible.

It is a great pleasure to report the fine spirit of co-operation, consideration and helpfulness that has pervaded the whole school. Members of both Normal and Practice School staffs have uniformly considered the good of the institution first, and the student body have emulated this spirit; thus greatly relieving the difficulties arising from the over-crowding. The caretakers also have shown their usual interest in the school, and by their ready helpfulness have made possible the smooth running of the institution under difficult conditions.

Appreciative reference must also be made to the continued support of the officials of the Departments under which the school operates. Every reasonable request has been granted, and the management of the school has been greatly assisted by the prompt provision of equipment and supplies.

The following schedules furnish statistics for the year.

STATISTICAL REPORT, 1922—CAMROSE NORMAL SCHOOL.

SEX

	First Class			Second Class			School		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Class of 1921-22..	7	23	30	30	103	133	37	126	163
Class of 1922-23..	17	31	48	46	156	202	63	187	250

AGE

	First Class			Second Class		
	Under 17	Over 21	Average	Under 17	Over 21	Average
Class of 1921-22..	1	3	19.7	16	10	18.8
Class of 1922-23..	3	7	18.6	16	33	18.6

DEPARTMENT OF EDUCATION

EXPERIENCE

	First Class			Second Class		
	No Exp.	Under 1 year	1 year or over	No Exp.	Under 1 year	1 year or over
Class of 1922-23..	36	5	7	162	25	15

ACADEMIC STANDING

	First Class			Second Class		
	Grade XII	Cond. in 1 subject	Cond. in 2 or more subjects	Grade XI	Cond. in 1 subject	Cond. in 2 or more subjects
Class of 1922-23..	37	5	6	137	31	34

CERTIFICATES RECOMMENDED, 1921-1922

	First Class	Second Class	Letter of Authority	Withdrawn
Class of 1921-22..	27	122	13	1

ACADEMIC PREPARATION, 1922-1923

Where obtained	Undergraduate	Grade XII	Grade XI
Alberta	6	40	115
Saskatchewan	0	0	4
British Columbia ..	0	0	2
Maritime Prov. ...	0	0	6
Great Britain	0	1	1
United States	1	0	5

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,
Principal.

REPORT OF THE PROVINCIAL NORMAL SCHOOL, EDMONTON

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Normal School for the year 1922.

During the spring term there were 198 students enrolled in five classes, two of which contained an aggregate of 88 students-in-training for Second Class Certificate: one class of 32 First Class students; one of 34 University Graduates, training for the Academic Certificate; and finally a class composed of 11 First Class Students and 33 Second Class students who had partially fulfilled the Normal requirements two years previously and who returned to complete the full period of attendance. These "special" students, as they were called, and also the Academic students, more especially those of the latter who had had experience in teaching, entered very earnestly into the spirit of Normal School work and it was a great pleasure to have them in the school. When the attitude toward teaching problems of students who have had teaching experience is compared with the attitude of students who come to the Normal School direct from the High Schools, it is impossible not to feel that the cause of education would be advanced by requiring teachers to return to the Normal School after having taught for a few years to take a continuation course before granting them their permanent certificates.

In the fall term 297 students enrolled and the problem of accommodating this number in the limited space available in the Highlands School was a serious one. It was necessary also to secure additional assistance on the teaching staff and we were very fortunate in being able to engage Miss E. M. Switzer to take charge of the instruction in Art; and of Miss M. McKinley to assist in the departments of English and History. Both of these instructors brought much ability and valuable experience as teachers to bear on the work of teacher training, and the fine spirit of co-operation with which they took up the work did much to lighten the difficulties of organization at the beginning of the term. To assist in the Science department, Mr. W. C. McCalla, who also acted as librarian, took over the work in Botany. Mr. McCalla is one of the leading authorities on the flora of Alberta and the West and it is needless to say that he proved to be a valuable acquisition to the teaching staff. Mr. Manning, who had formerly had charge of the Art instruction, took over the Psychology and also the Mathematics with the First Class groups. Miss Switzer took charge of the Mathematics in the Second classes. Mr. Hendra, of the staff of Alberta College North, was re-engaged on part time to take charge of the music. A glee club, a men's chorus and an orchestra were organized under Mr. Hendra's direction.

Throughout the year as much attention as possible was given to the work of practice teaching. At least twelve lessons were taught by all the students graduating in April, and in addition to this there was considerable observation of the work of the Practice Teachers, and some informal participation in the management of

classes. In the fall term the practice facilities were increased by the inclusion of the entire staff of the Alex. Taylor School. The work of observation and practice teaching on the part of the incoming classes was begun early in November.

During the summer Miss Hastie of the Department of Household Economics studied at the University of Chicago, and Mr. Sansom continued his studies at Stanford University. Mr. Manning and Mr. McKerriher served on the staff of the Summer School.

A very successful year was experienced with respect to the Athletic and debating activities of the school. In February men's hockey and basketball teams, a women's basketball team and a debating team went to Calgary and played the corresponding teams of the Calgary Normal School. Debating contests were held with the University and there were many inter-class debates. For the fall term the Department provided the same athletic facilities for the students as had been provided for the class graduating in April. The use of tennis courts was secured from the Highlands Community League and a successful tennis tournament was conducted. The use of the Gymnasium of the Victoria High School was secured and the girls used it regularly two evenings a week under the direction of Miss Hastie. The use of the Y.M.C.A. gymnasium was obtained for the men, who received gymnasium instruction and practice under the direction of the "Y" authorities.

The following statistical statement summarizes the facts of attendance and certification of students for the year covered in this report:

ATTENDANCE TABLE.

	Academic		Specials				First Cl.		Second Cl.		Totals
			First Cl.		Second Cl.						
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Second Term 1921-1922	15	19	4	7	6	27	10	22	30	58	198
First Term 1922-1923..	0	0	0	0	0	3	32	53	81	128	297
Totals	15	19	4	7	6	30	42	75	111	186	495

ACADEMIC STANDING.

Where Prepared	Grade XII or Equivalent	Grade XI or Equivalent	Totals
Alberta	77	187	264
Saskatchewan	1	1	2
Manitoba	0	4	4
Ontario	0	5	5
Nova Scotia	4	3	7
British Columbia ...	0	0	0
Prince Edward Island	2	0	2
New Brunswick	1	1	2
Great Britain	0	2	2
United States	0	6	6
Other Countries	0	3	3
Totals	85	212	297

CERTIFICATES GRANTED.

	Academic	First Class	Second Class	Third Class	Letters	Withdrew
Term 1921-1922	30	44	121	1	1	3

I have the honour to be, Sir,

Your obedient servant,

C. SANSOM,

Principal.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the report of the Chief Inspector of Schools for the year ending December 31st, 1922.

Accompanying this statement you will find copies of the reports of the several Public School Inspectors of the province. These deal fully with the work of inspection and discuss those conditions which have affected educational activities and progress during the past year.

The government function of inspection of schools is of such importance and general public interest as to justify some statement regarding the nature and organization of the service.

THE ALBERTA INSPECTORAL SYSTEM.

The Alberta inspectoral system is a centralized administrative one as contrasted with those schemes in which school inspection is directed by local bodies such as county or municipal councils or school boards. Under our system the government makes all appointments to the staff, pays the salaries and maintenance involved, prescribes the powers of inspectors in the law, and fixes their duties and responsibilities by regulation. The work of inspection is directed and checked by officials of the Department of Education. The inspectors are therefore the representatives of the Department of Education in their respective fields. Having intimate knowledge of needs and conditions they are in a position to advise the government, with regard to necessary adjustments in the law and in general policy to meet new and changing conditions. Upon the inspector rests the further responsibility of giving practical effect to the educational policy of the government as set forth in the school law and the regulations.

DUTIES OF INSPECTORS.

The duties of these officials of the Department are two-fold in character, embracing both inspectoral and supervisory features. The work in connection with the organization of new school districts, and the readjustment of boundaries to meet changing conditions, is carried out by inspectors. They determine as to the suitability of buildings and equipment, and confer with trustees concerning their up-keep and improvement. The inspectors have a large responsibility in the matter of working for more regular and increased operation of schools, and improved attendance on the part of pupils. In a supervisory capacity they exercise control in matters pertaining

to the conduct of schools, the organization of the work, the application of the course of studies, grading and promotions. It is upon the basis of the findings of inspectors that the Department finally determines the question of the permanent certification of teachers, and the assignment and distribution of grants in aid of special types of work.

In addition to the regular routine work of inspection referred to in the foregoing, the school inspector is associated with a number of activities, sometimes of general and indirect, but nevertheless positive, educational significance. Inspectors are the school attendance officers for the province. They act in the capacity of official trustees, when it is found necessary to appoint such an official to temporarily administer the affairs of a school district. Local trustees and teachers' conventions are organized with the assistance and under the direction of the school inspector. Children in foster homes are reported upon. Cases of mental deficiency are dealt with. Assistance is given in the organization and planning of school fairs and sport days, and encouragement given to various phases of community activity associated with the schools.

THE DEMAND FOR BETTER SUPERVISION.

Owing to the fact that settlement is comparatively sparse and school districts often widely separated, the number of schools allotted to each inspector is too great to admit of the close-up and detailed supervision which the public from time to time is demanding, and which the Department has always recognized as being desirable.

It must be pointed out that inspection is peculiarly the business of the State. On the other hand, adequate intensive supervision is more generally regarded as a function of local bodies. In all cases where local supervision is possible, co-ordination with the inspection service should be established in order to make for economy of effort and improved service.

The individual school districts, unassociated as they are at present, cannot provide the necessary supervision. It will be possible to provide this service only when there is brought about a grouping of school districts into larger administrative units, organized, financed and controlled so as to bear the expense of and assume the direction over a supervisory force which will carry out the wishes of the ratepayers in accordance with their desires and their willingness to pay.

It is probably safe to predict that at some future time the school districts at present embraced within one or more municipal districts, will be formed into municipal school districts under the direction of a board of trustees elected at large over the unit. It will then be possible for this board to provide for the educational needs of the area as a whole and furnish adequate supervision.

In the event of such development the inspectoral divisions should be made to conform with these administrative units, and a working basis between local and provincial authority established. In the inspector, the government would continue to have an official well versed in provincial requirements and responsible for the observance of those features of the school law and government policy

which are regarded as being of provincial significance, while the local board of trustees would have at hand the services and the advice of a trained and experienced official.

QUALIFICATIONS OF INSPECTORS.

All members of the present staff are graduates of Universities of recognized standing, and have had professional training necessary to obtain First Class teacher's standing. Our inspectors have had, in addition, extended and successful teaching experience in schools of various types in the province. Appointments to the staff are provisional and are made permanent at the discretion of the Minister after two years of service.

NUMBER OF INSPECTORS.

No new inspectoral divisions have been created during the past two years, and the number of inspectors remains at thirty-eight, the same as at the close of 1920.

ORGANIZATION OF WORK.

Adjustments in inspectoral boundaries have been brought about from time to time in order to equalize the work, and some transfers of inspectors have been made in an effort to improve the general efficiency.

Persistent efforts have been made to improve the inspection service through better organization of the work. Each inspector is now required to give a complete summary each month of educational conditions, with particular reference to operation, teacher supply and attendance as they obtain in his division. This return also indicates the nature of the work which has been done during the month, and must be accompanied by reports on all inspections made. These returns, together with the expense account for the month, render it necessary for the inspector to take account of all conditions regularly, and in this way system and business-like methods are brought to bear. Moreover, these monthly returns furnish complete, accurate and regular information for the organization, operation, attendance and other branches of the Department.

SALARIES AND MAINTENANCE.

The initial salary for public school inspectors is \$2,400.00. This is subject to annual increases of one hundred dollars, until the maximum of 3,000.00 is reached. A schedule varying in the maximum from \$3,400.00 to \$3,600.00, is in effect for inspectors in the cities.

Under the present system of maintenance the actual expenditures, necessary to carry forward the work of inspection in an efficient way, are paid by the government, as the same are represented by vouchers for the items. This is true in the case of all expenditures except that in connection with road conveyance. This latter item is protected at a flat rate of six dollars for each full day that the inspector employs his conveyance in connection with the discharge of government business, as borne out by inspection reports submitted, and reports bearing on work carried out under direction of officials of the Department.

CITY INSPECTION.

During the past two and one-half years the Department has had strong inspection representation in the four cities of Edmonton, Calgary, Lethbridge and Medicine Hat. Formerly the inspection work at these centres fell behind in that only one inspector was located at each centre, and there was a large rural area attached to each of these divisions. At the present time two inspectors are employed in each of the cities of Calgary and Edmonton, and the rural territory attached to the other two cities has been so reduced as to make possible an efficient and complete inspection of the schools of these cities.

Before this change was made it was not possible for our inspectors in these cities to keep abreast of even such of the details of inspection as are necessary for the Department's own purposes in apportioning grants and dealing with the certification of teachers.

The Department of Education prescribes the course of studies for public and high schools, and through inspection endeavours to fix and require standards, in a broad way, for all types of schools: rural, urban, public, separate and private. While rigid uniformity is not sought, there is the necessity for the establishment of fixed minimum requirements to which all schools must in general respects attain.

Moreover, the elimination of the written examinations for entrance classes and for the junior high school classes in the larger schools, has rendered it necessary to furnish a closer and more intensive type of inspection, in order that teachers, pupils and parents, as well as the Department, may be assured that the courses are being covered, standards adequately met, and promotions, as made on the basis of recommendation, warranted.

The inspection of schools in the four cities now partakes more and more of the nature of supervision. An effort is made to co-ordinate the government inspection with the work of the supervisory and teaching forces employed by the cities.

The following is a list of the inspectorates of the province, together with the names and addresses of the members of the present staff:

Athabasca	R. J. Gaunt, B.A.,.....	Athabasca.
Brooks	D. H. Mackenzie, B.A.....	Brooks.
Calgary City	R. H. Roberts, M.A.....	Normal Sch., Calgary.
Calgary City	F. G. Buchanan, M.A.....	126 24th Ave. W., Calgary.
Calgary Rural	J. F. Boyce, B.A.	Land Titles Bldg., Calgary.
Camrose	J. W. Russell, B.A.....	Camrose.
Cardston	Owen Williams, B.A.....	Cardston.
Castor	J. C. Butchart, B.A.....	Castor.
Consort	Wm. Gray, M.A.....	Consort.
Edmonton City	G. S. Lord, M.A.....	11033 86th Ave., Edmonton.
Edmonton City	M. E. LaZerte, B.A.....	10644 123rd St., Edmonton.
Edmonton Rural	J. A. Fife, B.A., M.Sc.....	Rene Lamarchand Mns., Edmonton.
Foremost	John Schoffield, B.A.....	Foremost.
Ft. Saskatchewan	G. W. Robertson, M.A.....	Ft. Saskatchewan.
Grande Prairie	C. C. Bremner, M.A.	Grande Prairie.

Hanna	R. H. Dobson, M.A.	Hanna.
Hardisty	F. L. Aylesworth, B.A.	Hardisty.
High River	R. H. Liggett, B.A.	High River.
Irvine	F. S. Carr, B.A.	Medicine Hat.
Lacombe	W. J. McLean, B.A.	Lacombe.
Lethbridge	A. J. Watson, B.A.	Public Works Bldg., Lethbridge.
Macleod	J. H. Hutchinson, B.A.	Macleod.
Mannville	L. H. Bennett, A.A.	Mannville.
Medicine Hat	J. A. Macgregor, B.A.	New Court House. Medicine Hat.
Olds	G. K. Haverstock, B.A.	Olds.
Onoway	T. J. Dwyer, B.A.	Onoway.
Oyen	J. W. Yake, B.A.	Oyen.
Peace River	L. B. Yule, B.A.	Peace River.
Red Deer	A. R. Gibson, M.A.	Red Deer.
Stony Plain	R. B. Brooks, B.A.	Stony Plain.
Stettler	P. H. Thibaudeau, B.A.	Stettler.
St. Paul	X. P. Crispo, B.A.	St. Paul des Metis.
Sturgeon	J. J. LeBlanc, B.A.	Arlington Apts., Edmonton.
Trochu	P. A. Beveridge, M.A.	Trochu.
Vegreville	H. D. Cartwright, B.A.	Vegreville.
Vermilion	H. R. Parker, B.A.	Vermilion.
Wainwright	M. O. Nelson, B.A.	Wainwright.
Wetaskiwin	E. L. Fuller, B.A.	Wetaskiwin.

HIGH SCHOOL INSPECTION.

In addition to the 38 public school inspectors, there are two high school inspectors. Thereby more specialized training and experience is brought to bear on the direction of the high school effort being made in the province. These two high school men inspect the work and the teaching in the high school grades of all those schools in which one room and the time of one teacher is devoted exclusively to the instruction of pupils in grades above the Eighth. This arrangement leaves the main body of inspectors free to concentrate more upon the supervision and improvement of our public schools.

ALL TYPES OF SCHOOLS BROUGHT UNDER INSPECTION.

Every type of effort in this province in the field of elementary and secondary education is now under government inspection. Such schools include the public and separate schools; also the private schools, and the schools for Indian children, conducted under the direction of the Federal Department of Indian Affairs.

THE WORK OF THE YEAR.

The aim has been to afford each year at least two inspections of every school department in operation. During the past two or three years there has been a very close approach to a realization of this aim.

REPORT FORMS.

Revised report forms are now in use for reporting to the Department and to the school boards upon the work of teachers. In all schools where four or more teachers are employed, each teacher receives a copy of the inspector's report as transmitted to the Department. This is an extension made last year to what was

already the practice in the city schools. The teachers are demanding, through their organization, that this procedure be extended to include all teachers at work in the province. In all probability this will be done during the coming year.

GENERAL CONDITIONS.

The annual reports of the inspectors provide useful and interesting reference, not only to educational, but to general conditions as the same affect the schools.

From these it is evident that the crops throughout the province were very patchy, that market values were low, and that the effects of these conditions on the operation of the schools were necessarily adverse. While this is true, it will still be noted with satisfaction, that the inspectors practically all agree that the amount of operation was greater than might reasonably have been expected. It is gratifying to note that in some parts of the province which had been drought-stricken for several years, there were decided improvements in crops and that this improvement was reflected in improved educational effort.

The inspector of the Sturgeon division says in part: "The available revenue from tax collections, even in the best farming areas, shows a considerable decrease from the amounts that have been realized from this source in previous years, but in spite of this adverse situation, the salaries of teachers have generally been provided for, school operation has been well maintained, facts which reflect credit on the school board and in their public spirited attitude in protecting the interests of the school population."

The Camrose inspector after referring to the distressing financial conditions in his district, and stating that "there will probably be a relatively large number of districts applying to the Department of Education for permission to have schools remain closed after the Christmas vacation, for longer or shorter periods," goes on to say, "In this connection, however, I am glad to say that only in cases of great distress will such contingency be resorted to, as there is a wholesome popular feeling, steadily gaining in intensity, with respect to the necessity for keeping our schools open throughout the year, even at relatively great cost."

In the Macleod Inspectorate "the financial situation is somewhat improved over that of last year. On the whole crops were better, excepting in the immediate vicinity of Macleod, and the territory extending from there eastward. The improved crop conditions, however, were in a measure rendered nugatory by the low prices prevailing in the early fall, and also by the fact that the majority of the farmers were already so deeply involved financially, and their creditors so numerous and so urgent, that when the claims of these were even partially liquidated, little was left for the payment of taxes; and, consequently, many districts found considerable difficulty in operating their schools."

The Cardston Inspector says: "All districts in my territory have been favoured with good crops for the last two years. As a result of this the operation of schools has been uniformly consistent except in a few rare instances where sparse population has caused the payment of low salaries and short term operation."

Concerning conditions in the Foremost Inspectorate, the following is stated: "General conditions in this Inspectorate are prosperous or the reverse according to the manner in which the season favours the staple products of this area, wheat and livestock. While crops have not been bountiful this year and market prices for both farm and ranch products have been low, conditions in most parts of this inspectorate are better than they have been for years. Yields have been average and many settlers have been able to meet fully, or at least partially, liabilities that have worried them for years. In many districts the school boards are in easier positions financially, and have thus far kept up operation steadily without outside assistance. In other districts the expected reaction on tax collections has either been very slow, or has not been appreciable."

While improvement is marked in some sections of the province, it is most unfortunate to find that in those areas where there have been several successive and complete crop failures in other years, the same or an even worse condition obtained during 1922. The following are comments of inspectors having charge of the schools in these sections of the province:

"There is considerable territory in this inspectorate not yet organized into school districts. It is quite probable that much of this land would have been organized this year had it not been that much of it has become depopulated and that economic conditions have not been favourable to expansion.

"These bad conditions have been quite general throughout the whole inspectorate. Except for a few patches here and there, the crops were worse than in preceding years. While it is true that the August rains produced a late growth that made the feed situation much better than in former years, the crops were lighter than they have been for some years. In parts of the territory there was no crop, while in the best districts the average yield would not be more than twelve to fifteen bushels to the acre. Naturally these bad conditions have been reflected in small tax collections, which vary in the different districts from five per cent or even lower to about 40 per cent of the amount levied." (Inspector Dobson, Hanna Inspectorate).

"At present, the chief problem is one of finance. Inadequate prices for farm produce, and a small average yield per acre, have shockingly depleted the finances of the ratepayers at large. As a consequence, arrears of taxes are mounting up, and available funds are growing less and less. A consistent and reasonable endeavour to collect taxes throughout the inspectorate would have procured a considerable amount of what are now arrears." (Inspector Yake, Oyen Inspectorate.)

"Educational work in this inspectorate has again this year been seriously affected by the drought. Approximately five per cent of the districts had crops of fifteen bushels or over per acre, but fully eighty per cent had crops varying from three to nine bushels per acre. Although some ranching is still carried on in this area, farming is the chief industry. Mixed farming is as yet little practised. Everywhere the disparity between the prices received by the farmers and ranchers for their commodities, and prices paid for implements, clothing and other manufactured goods is keenly felt. Here it has

produced hardship as a result of the fact that the 1922 crop failure and low prices follow failures and partial failures since 1917. From year to year the financial condition of the people has become progressively worse due to the accumulation of debts and interest." (Inspector Cartwright, Irvine Inspectorate.)

"As school districts and municipalities in practically all cases can no longer secure credits at the banks and as the deflation of the prices of agricultural products and 'The Drought Relief Act' render tax collection relatively uncertain, it has been necessary again to advance loans to districts for the purpose of operation and to meet debenture payments." (Inspector Mackenzie, Bassano Inspectorate.)

OPERATION OF SCHOOLS.

The operation of schools falls naturally under two heads, viz: quantity and quality. Quantity has already been mentioned under general conditions, and it need only be added that it is contingent on two factors, finance and teacher supply.

The Consort Inspector says: "During the year 1922 certain conditions have prevented the realization of this aim (yearly school). The chief cause has been the lack of money. Where the supply of money available for the school is limited, operation is carried on during the summer months in preference to the winter. Lastly, the supply of qualified teachers during the winter months, although showing an increase, has not yet equalled the demand."

The report from Olds says: "Eighty-one per cent of the districts operating schools, operated yearly schools. By April 15th, the remaining nineteen per cent were in operation."

Inspector Bremner of Grande Prairie says: "I am convinced that this past year has been a banner one for education in this country. More schools have been in operation than ever before and the average time that they have been open is greater than that of any year previous."

From Lethbridge comes the report that "without any exception every district, wherein children resided and where a school was built, has operated for all or part of the year."

"The new plan of joint operation of schools, or temporary consolidations, is not proving an unqualified success. The scheme is not adequate on account of the long distance to be travelled by some children. It will mean that a great number of the children will get only six months of school, and in cases where pupils are preparing for Departmental Examinations it will be quite obvious that this is not sufficient. While it is yet too early to say definitely I fear that a very large percentage of the rural schools will not be able to re-open for the spring term. In the case of those that had four months of school last fall and can obtain help for only two months more, they feel that it is almost useless to try to secure a teacher for that time." (Inspector Dobson, Hanna Inspectorate.)

"The policy of the government to assist needy districts, has enabled the Department to supplement the funds of a goodly number of districts, thus providing a reasonable period of operation during the spring and fall terms, respectively. Joint operation, where at all possible, is meeting with general approval. Sixteen centres,

with two or more districts co-operating in each case, have been operating during the fall term or portion thereof. Arrangements have been made or are being made, for several more centres for the spring term. Under joint operation, conveyance of pupils by the district is not compulsory, an innovation that seems to meet with universal approval on the part of the boards. Making arrangements for such co-operation on the part of adjacent districts, and for financial assistance entailed a great amount of work on the inspector, and occupied the greater portion of the fall term. But a most reassuring promise for the future has arisen as a result of the discussions at the joint meetings of boards and ratepayers—the promise of a more intelligent appreciation of what the Department is striving to do for the children of the province, and of a greater willingness to co-operate with the Department's representative." (Inspector Yake, Oyen Inspectorate.)

"The number of schools inoperative this year was greatly in excess of 1921, averaging 28. This was due mainly to uncontrollable factors such as depopulation due to migration from dry to irrigated land and elsewhere, and to temporary uncertainty regarding finances. Many districts lack the necessary number of resident children to justify the operation of a local school and in such cases every effort has been made to secure accommodation under Section 165 of the Ordinance to the general satisfaction of the ratepayers. Local migration must result in the erection of some new districts. No schools have been allowed to close for a prolonged period through lack of funds.

"In the execution of the policy of the Department, ratepayers' meetings were arranged at suitable centres, where, after the information was given, the people in attendance took the opportunity of considering special local school problems. The discussions showed that serious consideration was being given to economy in public school expenditure. The time appears ripe for the introduction of forms of consolidation where possible. The appreciation of education is apparently becoming greater and the stage when people saw in government paternalism and unlimited credit the panacea of all ills, appears to be passing. Successful combinations were effected in seven different sections of the more depopulated territory, involving from two to four districts, and operation to date has been reported satisfactory." (Inspector Mackenzie, Brooks Inspectorate.)

"School Districts within collecting municipalities have not received any greater proportion of their taxes than those districts outside municipalities. In some cases the school funds of municipalities have not been distributed to the districts according to the amounts of taxes paid respectively. Thus during the spring term considerable government loan assistance was necessary to secure even fairly satisfactory operation of the schools in the poorer areas. The government loan policy for the latter portion of the year was not announced until about the end of September. Many districts hesitated to engage teachers until some assurance of government loan assistance was given. The new policy adopted places a much larger responsibility for school operation upon the local school boards. It would appear that the substantial loans previously made, although they secured good operation of schools, had a tendency in many cases to cause ratepayers to make less effort to pay their taxes and school boards to exercise less pressure.

"In an attempt to secure the maximum of educational facilities with the minimum of cost, every possibility of joint operation of schools was explored. Unfortunately in the western half of the inspectorate the population is now so sparse and distance between schools so great that successful co-operation is difficult to secure. Generally districts prefer a shorter period of operation of their own schools to longer operation of co-operating schools. In thirteen cases, operation of schools under Section 165 was found practicable. Several other co-operations will be possible when good weather comes in the spring." (Inspector Cartwright, Irvine Inspectorate.)

"While the exodus of families from this territory is not remarkable, it is nevertheless considerable, and there are now fifteen school districts in this inspectorate that have fewer than five pupils of school age resident during the winter months, and in some of these the number is no greater in the summer season. This autumn particularly has witnessed quite a reduction in population in a number of districts, but every district containing children of school age has had school service for a portion of the year, either in its own school building or under Section 165 of the Ordinance, in a neighbouring school. Combined operation of two or more districts in one school has been carried out wherever feasible." (Inspector Scofield, Foremost Inspectorate.)

The operation of schools throughout the province during the year 1922, as the same has been affected through adverse financial conditions, can be best understood from a study of the following table which indicates the number of schools that were closed on account of lack of funds during each of the months of the year:

During the month of	January, 1922	45
" " "	February, 1922	50
" " "	March, 1922	15
" " "	April, 1922	9
" " "	May, 1922	7
" " "	June, 1922	8
" " "	July, 1922	27
" " "	August, 1922	71
" " "	September, 1922	76
" " "	October, 1922	55
" " "	November, 1922	72
" " "	December, 1922	77

QUALITY OF WORK BEING DONE.

Ideas concerning the improvement in the effectiveness of the teaching, in general, may be judged by the following excerpts:

"Of 219 reports made during the year 13 were excellent or graded over 90 per cent; 176 were good or between 70 and 90 per cent; 24 were fairly good or between 60 per cent and 70 per cent; 5 were fair or between 50 per cent and 60 per cent; and one was poor or under 50 per cent. As 60 per cent has been set as the minimum efficiency required to allow the school to be a successful one, it would thus appear that conditions were found to be satisfactory in 97 per cent of my visits. In 1920 the percentages were 89.3 satisfactory and ten per cent unsatisfactory. Last year they were 95 per cent satisfactory and 5 per cent unsatisfactory. The year 1922, therefore, showed a still more satisfactory condition as regards the quality of operation than the previous years." (Inspector Gibson, Red Deer Inspectorate.)

"Comparing the actual class-room work with that of other years, I find that there is a gradual improvement in the work of the teachers. In many districts the boards are showing greater discrimination and a keener desire to obtain the best teachers available when filling vacancies on the teaching staffs." (Inspector Scofield, Foremost Inspectorate.)

"The quality of teachers coming in has also improved. Younger, more up-to-date and energetic teachers have been engaged by many districts." (Inspector Bremner, Grande Prairie Inspectorate.)

TEACHER SUPPLY.

The reports of inspectors all indicate that there is a steady improvement in the supply of certificated teachers, and a consequently decreasing need for the employment of persons without professional training.

ADVANCED WORK IN RURAL SCHOOLS.

During the past two years there has been a very remarkable increase in the number of rural ungraded schools offering instruction in the work of grades above the Eighth. This tendency is accounted for by a number of factors.

Recent provision whereby Entrance candidates are permitted to write the Grade VIII. examinations at their own schools has had the effect of increasing the number of pupils possessing High School standing, thus creating a demand for the provision of more advanced instruction.

The government has sought to encourage its provision by paying an additional grant of fifty cents per day for each day that such instruction is given in an ungraded school, with the written approval of an inspector of schools.

Then, too, there is the influence of the 1922 amendment to the section dealing with fees. This amendment provides that trustee boards are responsible for fees on account of instruction in the work of the High School grades, furnished elsewhere, to the children of parents resident in their district, provided such instruction is not available at the school in the district in which the parent lives. These fees are at the rate of three dollars per month per pupil. This circumstance has induced many rural boards to man the school with an efficient teacher, and equip it to meet the demand for instruction in the work of Grade IX. at least.

It cannot be successfully contended that the High School instruction being given in the rural schools is of the same standard as that afforded in the more highly organized graded schools in the larger centres, but as Inspector McLean of Lacombe remarks, "the main reason for having Grade IX. taken in the rural school is that in the great majority of cases the parents have not the means to send the children to town. It may be that after spending the year at Grade IX. work in a rural school, they are not so far advanced as are those who are attending a High School, but they are considerably farther advanced than had they attended no school at all after completing Grade VIII."

Rural teachers who have taken up this work have as a rule used quite good judgment and have not allowed it to interfere with the work of the junior grades. The Inspectors are required to give careful consideration to this phase of the question, as well as to the qualifications of the teacher, before granting a district the necessary permission to undertake the work. The attitude of the Inspectors towards the whole question may be summed up in the statement of Inspector Brooks of Stony Plain: "In my opinion the general success of a fairly heavy one-room school in which say, a Grade IX. is being taught, depends largely on the ability of the teacher to direct the senior pupils in such a way as to enable them to do most of the work for themselves, so that the teacher's time, during the regular school hours, can be devoted to the Public School Grades."

The following comments of other inspectors are interesting as illustrating the tendency to extend the privileges of High School training to boys and girls living in the rural districts.

The number of schools in which children are advanced to Grade VIII. is steadily increasing and in a good number some high school work is being attempted. The following table is interesting in this connection:

In 65 schools classes including Grade VIII. were taught.

In 16 schools classes including Grade IX. were taught.

In 5 schools classes including Grade X. were taught.

In 1 school classes including Grade XI. were taught.

"The above facts indicate a growing desire on the part of rural parents for better education for their children; and one is led to think that they wish to provide this better education in their home schools. I am of the opinion that very few of the children who are now getting a little High School training in their district schools, would get any of it if they were compelled to live away from home to do so.

"Just here I would like to express the opinion that in one-roomed schools grades above the Eighth should only be attempted by teachers who have more than ordinary enthusiasm and capacity. Otherwise the work is not satisfactorily done." (Inspector Fife, Edmonton Rural Inspectorate.)

"The number of pupils in rural schools who are successful in passing Grade VIII. Departmental Examinations, is steadily increasing. This increase seems to be due in large measure to the opportunity now being afforded to rural pupils to write this examination at convenient centres. This increase of pupils in rural schools passing Grade VIII. is, however, creating a very serious situation in that these pupils almost invariably are desirous of proceeding to Grade IX. This desire on the part of these pupils to proceed to High School work, cannot but be gratifying to the Department of Education, but the situation is serious in that so many of these pupils are unable to proceed to centres where High School work is a definite part of the school system, and where due provision is made for its prosecution. These pupils are applying to take Grade IX. and even Grade X. in rural schools. Not all of the rural school teachers are competent to take High School classes in addition to the general public school work, which may cover the eight grades. Even a competent teacher, who may be entrusted to undertake High School work in a rural

school, cannot always, if he satisfactorily discharges his duties with respect to the public school pupils of his school, give the time and the attention to the Grade IX. pupils which is essential. It would appear, therefore, that the time has arrived when, to meet this situation, it is desirable that a standard Grade IX. examination should be instituted, applicable at least to rural school pupils. This examination would be an assistance to the pupils, a guide to the rural teachers, and a protection to the High School teachers. Even if the examination papers of such pupils were read by the local teachers, an approach to a uniform standard of effort and attainment would be available and practicable. Invariably these rural school pupils are excellent material for our High Schools, and if Grade IX. and possibly Grade X. can be taken in home schools, in many instances the pupils themselves find ways and means to continue their High School work, and to proceed at least as far as to Grade XI." (Inspector Russell, Camrose Inspectorate.)

"High School work was taught in twenty-one of the eighty-four rural or one-teacher schools. This is an increase of about 20 per cent over last year." (Inspector Thibaudeau, Stettler Inspectorate.)

"In rural schools there is an increasing demand for High School education. Some twenty rural districts took up the High School course last year, in two cases to the end of Grade X. The work was taught conscientiously and was greatly appreciated by pupils and parents. The Grade X. pupils were all successful in passing the Departmental Examinations at midsummer." (Inspector Dobson, Hanna Inspectorate.)

"It is a gratifying feature of the work to find an increase in the number of rural schools taking classes in grades above the Eighth. In the neighbourhood of forty students were enrolled in Grades IX. and X. in fifteen different schools during the fall term, and judging from the number of Grade VIII. pupils throughout the inspectorate, High School work will soon be part of the regular instruction in many rural schools." (Inspector Boyce, Calgary Rural Inspectorate.)

"During the past year there has been an increasing tendency to have Grade IX. taught in the rural school. Some boards have applied for permission to teach Grade X. While it is very desirable to give rural children the greatest possible educational facilities, yet the teaching of High School work in rural schools is accompanied by the danger of neglecting the elementary grades, which neglect may easily counteract the advantage gained. It has been necessary to investigate the condition closely before giving permission, though in the majority of instances Grade IX. has been allowed. I am satisfied that the attempt to do High School work in one-room rural schools should stop with this grade both in the interests of the school and of the High School pupils themselves." (Inspector Watson, Lethbridge Inspectorate.)

"Generally speaking, the nature of the work being done in the rural schools is creditable, though this varies to some extent, according to the zeal and ability of the teacher in charge. In many schools, Grade IX. is being taught, and in a few cases also Grade X. In one rural school a girl after passing Grade VIII. took up the work of Grades IX., X. and XI. in the district school and was successful in



- MARYLAND JUNCTION S.D., NO. 3132.
- (1) SHOWING TWO ROOMS THROWN INTO ONE FOR COMMUNITY PURPOSES.
 - (2) EXTERIOR OF SCHOOL BUILDING.
 - (3) PRINCIPAL'S ROOM.

passing the Departmental Examination in Grade XI., with the exception of one subject. I might add that this girl is at present teaching on a permit in this inspectorate." (Inspector Macgregor, Medicine Hat Inspectorate.)

PROGRESS IN SCHOOLS AMONG NEW CANADIANS.

In the fixing of limits for inspectoral divisions due consideration is given to peculiar local conditions which prevail. In those sections of the province where the problem of Canadianizing children of non-English parentage is the outstanding one, the inspectorates are kept small in area and very compact in order to permit of an intimate knowledge of conditions by the inspector, and a careful, close kind of advice and direction in all matters pertaining to organization, administration, operation, attendance and general management.

The success being met with in our schools among New Canadians may be judged by a perusal of the following extracts from reports of inspectors in charge of these divisions:

"Very progressive growth can be reported in New Canadian centres, where the large school population overcrowded the existing class rooms and an urgent need arose for added accommodation. Smoky Lake, already provided with a frame two-room school, erected a separate two-room structure, and with a staff of four teachers will assume active leadership as an educational centre. In Jack Pine Grove School District the old school building was remodelled and transformed into an up-to-date two-room school which was opened in September with two teachers in charge. Ufford School District, situated a mile and a half from Redwater on the Canadian National Railway line to St. Paul des Metis, built a new one-room school separate from the old unit, and will employ two teachers in the coming term. In addition to this expansion, the St. Eugene School District provided a modern brick veneer two-room building which operated with two teachers in the December term. At the close of the year the number of districts operating two-room schools had increased to eight." (Inspector LeBlanc, Sturgeon Inspectorate.)

"The presence of a large body of non-English-speaking people, settled in the northern and western portions of the district, makes the work of the inspector varied and interesting, but adds to its difficulty. Persistent effort has been necessary to get the schools in this area to operate in accordance with the school laws. Continuous follow-up correspondence with the school secretaries and frequent visits to the school chairman and other prominent men has resulted in a very general improvement in school conditions. In days of operation, percentage of attendance, amount of tax rate, and salary paid to teachers, these school districts now compare favourably with any others. Many of the men acting as secretaries and trustees have now a very fair idea of their duties and responsibilities.

"The work done in the classroom shows signs of improvement and more pupils are reaching the higher grades. In non-English districts there are now several schools with pupils in Grade VII., and there was a smaller percentage of pupils carried for more than a year in Grades I. and II. In the other rural schools there was a large increase in the number of pupils in Grades VIII. and IX.—twelve

schools applying for permission to teach the latter grade. In two of the village schools fairly good work is being done up to Grade XI. In the other village school the frequent change of teachers has had a very bad effect on the work of Grades VIII. to XI. The new report forms for inspection have proved a great help in judging the work done in the school and in grading the teachers. The definiteness of the items and the uniformity of the standards are of real assistance when revisiting the schools." (Inspector Bennett, Mannville Inspectorate.)

"There are New Canadians in the large majority of the districts of this inspectorate. While there are only a few non-English-speaking people in certain sections, the greater part of this area is solidly settled by Ukrainians. Extending from Bruderheim on the west, to the eastern boundary of the inspectorate, which is the road running from Mundare northerly, through Andrew to the river, the settlement is entirely of foreign extraction.

"Has the Ukrainian made good? The question may be answered by both yes and no. Many arguments may be advanced on behalf of both the affirmative and the negative. Where the immigrant has settled in an English-speaking settlement, the process of education, and thus of assimilation and Canadianization, has always been rapid. Where these new-comers have been allowed to settle in solid blocks, progress has been slow. They have clung to their old traditions and to their language. Still there has been an improvement. During the last twenty years, changes, almost imperceptible at first, have been gradually taking place. The improvement is now very noticeable among the boys and girls. They are bright, alert pupils and eager for learning. However, the parent is not always anxious to give it to them. The process of assimilation and Canadianization is directly proportional to the efficiency of the school. There are few other agencies doing supplementary work to the little school.

"The task imposed on the school is a heavy one. The work already accomplished by it has done much. As yet, however, it is far from functioning efficiently. The next generation of adult population must know our language and have a knowledge of our institutional life. The school is the responsible agency." (Inspector Robertson, Fort Saskatchewan Inspectorate.)

SECONDARY SCHOOL EFFORT IN TOWN, VILLAGE AND CONSOLIDATED DISTRICTS.

Everywhere there is an ever increasing number of pupils who desire the advantages of a High School training. This desire is being met in all types of schools. The quality of the work being done in Consolidated Schools, Consolidated High Schools, Village and Town Schools, is of a high order. Many of our best teachers receive their High School training at such schools. As teachers they are successful because they have interests in common with the parents and the pupils, have the rural viewpoint, and bring sympathy and understanding to the solution of the problems met in a rural community. The following comments of inspectors dealing with the work and the development of such schools, are interesting.

"In the inspectorate there is at present but one High School. The membership of this school has increased from twenty-six, in

1921, to forty-two, in 1922. This school at present furnishes all the High School facilities of the inspectorate, but there is a growing demand for facilities of this kind. Discussion relative to the establishing of a school giving secondary school facilities, somewhere along the new railway between St. Paul and Smoky Lake, is active and will probably develop into something of a concrete nature during the year 1923." (Inspector Crispo, St. Paul Inspectorate.)

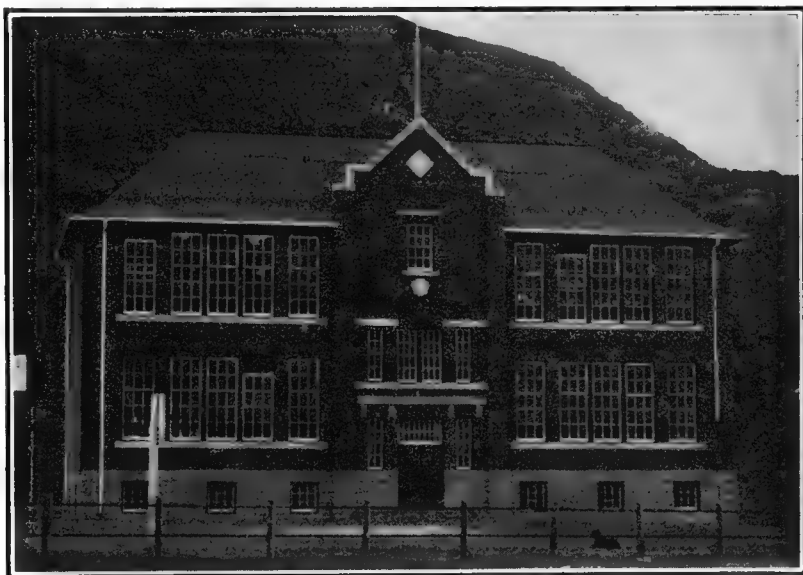
"The rural High School at Irma which was in a more or less experimental stage during the school year 1921-22, has justified its existence as a new type of educational institution in the Province of Alberta. When the school was first organized Grade VIII. was included as an integral part of the enrolment for grant-drawing purposes. At the reopening in September, however, students were admitted to only Grades IX., X. and XI. The fact that the aggregate attendance in spite of the restriction as to admission, is almost equal to that of the initial year, is ample evidence that ratepayers in general will take advantage of facilities for High School instruction if these are placed within a reasonable distance of their homes. The consolidated high school can fill a real need in rural communities. A much larger percentage of our adolescent population will receive a secondary education if schools of this type can be organized in sufficient numbers throughout the province." (Inspector Fuller, Wainwright Inspectorate.)

"The town of Camrose has in its school system twelve rooms in the Public School, and four rooms in the High School. Daysland and Tofield have each four rooms in their Public Schools, and each is providing a room in which High School work is taken apart from the other school work. Bawlf and Ryley each support three-room schools, and are taking High School work up to and including Grade XI. Holden, Round Hill, New Norway, Edberg and Ferintosh each have two-room schools, and are taking up High School work. Three rural school districts, Polska, Anderson and Sulitzelma, are operating two-room schools. All of these schools are functioning successfully. There are no consolidated schools within the boundaries of this inspectorate as at present constituted." (Inspector Russell, Camrose Inspectorate.)

"There has been a great increase in the enrolment in all the town and village schools in the inspectorate and the boards have been greatly worried in their efforts to provide additional accommodation in an economical manner. In Drunheller there were twelve teachers on the staff in September, 1919, while in December, 1922, there were twenty-three. The board has provided the necessary accommodation by erecting cottage schools which will be used until a large permanent building is erected, when it is thought these can be sold as residences. In Delia the Agricultural Hall has been converted into a temporary class room. In Hanna, where a fine Municipal Hospital has been built, the old Hospital was renovated and made into two quite commodious class rooms.

"For the first time, Grade XII. work is being taught in the Drunheller schools and there is now a staff of three teachers taking up the High School work there. Hanna has put an extra teacher in the High School and the character of the work will be greatly improved thereby. Grade XI. work is also being taught in Delia." (Inspector Dobson, Hanna Inspectorate.)

"While the number of rural schools where work above the Eighth grade is being conducted, has increased, there is no decrease in the enrolment of pupils taking High School work in the town and village schools. The Fleet Rural High School completed its first year with great credit—every pupil was successful in passing the Departmental Examinations. To co-ordinate the work in Grade IX. which was conducted under varying conditions, test examinations were prepared and sent out to all candidates in the inspectorate. While there was some small opposition to the scheme there were many supporters of the plan." (Inspector Yule, Castor Inspectorate.)



NEW BUILDING, WAYNE S.D., NO. 3467.

"Much has been accomplished in the matter of providing education for the higher grades. Twelve rural districts conducted classes in grades above the Eighth. Fairdale S.D. No. 2611, opened a second room, and admitted Grades IX. and X.; Oyen has an increased attendance in the high school department; Chinook Consolidated S.D. No. 16 employs two teachers for Grades VIII. to XI., with an increased attendance; while Youngstown added one teacher to the staff, and devotes two departments exclusively to the work of Grades IX. to XI., with an attendance of some fifty pupils." (Inspector Yake, Oyen Inspectorate.)

"The progress made in secondary education has been most encouraging this year. Nine rural schools and all but one of the village and consolidated schools are doing High School work. Gleichen and Bassano have enrolments of over thirty each. The need for this training is being recognized by a greater number from year to year." (Inspector Mackenzie, Brooks Inspectorate.)

"There are now three schools in this inspectorate that employ one or more teachers at High School work exclusively. These are Taber,

Manyberries and Foremost. The work of Grade XI. and of junior High School grades is carried on in five schools and twelve other schools teach the work of Grades IX. and X. When one considers that in addition to this work, thirty-five schools have classes in Grade VIII. also, he gets a fair idea of the growth and progress that is being made. Three years ago, not more than four schools conducted classes in High School work and it was very unusual to find a Grade VIII. class in a rural school. A generous educational policy has materially aided these results under a serious financial handicap, and while they might have been greater, it is evident that educational development has not been at a standstill, and it is gratifying to note that the movement has been in the right direction.

"The Consolidated Schools must be given credit for extending the greatest amount of encouragement and support to work in the High School grades. Four of the five schools conducting work in Grade XI. are in consolidated districts. The weak points of this system are being gradually discovered and remedies are being applied. Trustee boards are being strengthened and the results obtained are justifying the expenditures made. I have strong faith that they will increase their success where the control is under economical business management. The increasing sentiment in their favour is one indication that they are being recognized as a valuable asset in this inspectorate." (Inspector Scofield, Foremost Inspectorate.)

EDUCATIONAL PROGRESS IN THE LARGE CENTRES.

The school population of the larger centres continues to show increases from year to year. These increases are to a great extent accounted for by the large number of children reaching school age each year, and partly, in more recent years, by the tendency on the part of pupils to remain longer at school. The teaching forces have been increased to meet the situation, but for various reasons increase in classroom accommodation has not kept pace with the increased enrolment. This is especially true of the city of Edmonton.

A high average of attendance is maintained in the city schools. The Medical Departments have done much to lengthen and improve the value of the attendance period of a great many children, while the attendance officers have exhibited vigilance and courage in the discharge of the duties associated with their office.

The school systems in Calgary and Edmonton have assumed many of the activities peculiar to complex city school systems. In addition to the responsibilities in connection with fundamental requirements, special educational services have been developed, and these have shown considerable expansion and progress since their organization. In the public schools these include Art, Household Arts, Manual Training, Music, Physical Training, classes for sub-normal children, classes for pupils of exceptional ability, pre-vocational classes, continuation classes, and night schools. Special supervisors and instructors are engaged to direct these special branches.

The following details from the reports of inspectors representing the Department in the cities will be of value in understanding the progress and the special types of effort in the field of elementary education in these centres:—

EDMONTON.

THE STAFF.

The scholastic attainments of the staff are high. On the staff of the Public School District, 25 teachers hold the degree of M.A., 51 teachers hold the degree of B.A., and 15 teachers hold other scholastic degrees. This makes a total of 91 teachers who hold University degrees in addition to their professional certificates. This is almost one-third of the number of teachers on the staff of the Public School District.

COST OF EDUCATION.

The most interesting figures given below are those indicating the variation in the cost of elementary education (Grades I. to VIII.). The reduction for 1921 over 1920 is probably connected with increased size in classes. The High School costs for the two years are almost identical.

EDMONTON PUBLIC S.D. No. 7.

COST PER PUPIL ON BASIS OF AVERAGE ATTENDANCE

	1921	1920	1919
Public	\$ 84.94	\$108.43	\$ 86.81
High	157.23	151.18	172.15

Of the total expenditure of the city 47.5 per cent. goes for the maintenance and operation of schools.

GROWTH IN ENROLMENT IN EDMONTON PUBLIC SCHOOLS DURING THE YEARS 1914-1922.

Year	Enrolment	Total Increase	% Increase
1913	7,288		
1914	7,978	690	9.4
1915	8,438	460	5.7
1916	8,560	122	1.4
1917	9,065	505	5.9
1918	9,327	262	2.9
1919	10,248	921	9.9
1920	10,946	698	6.8
1921	11,995	1049	9.6
1922	12,857	862	7.1

Increase in class room accommodation has not kept pace with this increase in enrolment, with the result that in many class rooms there are 40 to 45 pupils. Extra accommodation has been found in basement rooms and in temporary one-roomed buildings. It appears probable that 20 additional rooms will be required during 1923, and that the board will build two or three new schools during the year.

ATTENDANCE AND PROMOTIONS.

There has been an increase in the regularity of attendance. During the fall term the percentage of attendance was exceptionally high. For 1921 the average was 89.94 per cent, while for 1922 it was 91.5 per cent.

ACCREDITING OF GRADE VIII. CLASSES.

The standard demanded of Grade VIII. classes was raised during the year. Your inspectors recommended fewer classes for promotion without examination, and the teachers of these recommended classes were more conservative in granting examinations. The result was that while in 1921, 66 per cent of the pupils were promoted to Grade IX. without departmental examination, in 1922 only 57 per cent were so promoted. Following are the figures:—

	1922	1921
Grade VIII pupils exempted from Examination.....	417	446
Grade VIII pupils who wrote the Examination	315	231
Grade VIII pupils who passed the Examination.....	149	128

MEDICAL INSPECTION.

The medical staff of the Public School District consists of—1 Doctor, 1 Medical Assistant, 5 Nurses, 2 Dentists.

During the year the Separate School Board organized a medical inspection staff, and now attends to its own medical inspection.

Owing to the limited size of the staff no great amount of follow-up is possible. No provision is made by the Board to provide for all cases of defect, but an arrangement is made whereby, in case of poverty, assistance is given free. Many cases apparently go untreated. Following are the figures:—

	Defects	Cases Treated
Eye defects	743	234
Nose and Throat	857	332
Ear	56	10
Other defects	3,595	1,085
Total	5,251	1,661

Pupils given complete physical examinations	2,986
Of whom the number defective is	1,960
Dental cases	7,950
Dental cases finished	1,694

Contagious diseases accounted for a loss of 17,779 days divided among 1,346 pupils.

CALGARY.

MEDICAL INSPECTION.

Calgary occupies a leading position among the cities of Canada in the scope and efficiency of Health work undertaken in the schools. Arrangements have been made between the Public and Separate School Boards whereby this work serves both school systems and is under the direction of a doctor who is known as the Examining Physician. The health service includes the examination, by a staff of 10 nurses, of all children attending school. Special cases are referred

to the Examining Physician or to the Assistant Physician. Two dentists are employed who have charge of the inspection of the children's teeth. The following statement indicates the magnitude of the inspection work:—

Total Examinations made by Nurses	84,303
“ “ “ Examining Physician	5,833
“ “ “ Assistant Physician	5,989
“ “ “ Dentists	10,093

In addition to the medical and dental inspection in the schools, the school boards maintain a dental clinic with two dentists and two assistants in charge, and an Eye, Ear, Nose and Throat clinic in charge of a specialist who gives part time service to this work. In the dental clinic there were 26,896 operations, and in the Eye, Ear, Nose and Throat clinic there were 3,871 cases treated, which included 750 operations. Of these operations 733 were tonsils and adenoids.

In October an orthopaedic clinic was established. In this clinic 124 patients were examined and treatments were given to correct defects in children both individually and in groups.

A very valuable phase of the nurses' work consists of short talks to the children on proper health habits in which there is emphasized the importance of sufficient sleep, fresh air, milk and plain food. During the year there were 1,014 lectures given throughout the schools. Effective follow-up work is also done by the nurses in visiting the homes and advising with parents. During 1922 they made 3,007 visits to homes in the city.

In many schools scales have been secured by which it has been made easier to discover cases of malnutrition. Children below weight are weighed once a month and efforts are made to provide such food and conditions of life as will improve the general health of these children. In furthering this work it has been found necessary to furnish milk to pupils who are under weight. During the year 57,184 half-pint bottles of milk were provided by the Public School Board at a cost of \$1,715.53.

SPECIAL SCHOOLS.

The Calgary Public School Board has maintained during the year classes for sub-normal children.* These children receive special training in a two-roomed school which is under the direction of a practical teacher who has received special training in this type of work. !*

Continuation classes were conducted for those persons who were at employment and who could not attend the regular Night School classes. The enrolment in these classes varies throughout the year, but a total of 20 students availed themselves of the services offered by the classes. The greater part of the work dealt with the public school subjects, but some high school work was introduced.

Night school classes were held during the fall and winter months. The total enrolment in the night school during the fall term of 1922 was 398. The following courses were offered:—Matriculation course, including all work from Grade IX. to XII.; Commercial subjects; Public School subjects; Dressmaking and Millinery.

The Prevocational School continues to perform an important service in Calgary. During the year there have been a number of changes on the staff of this school. The students spend half time on the academic work of Grades VII., VIII. and IX., and the remainder of the time is devoted to technical, commercial and trade work.

COST OF EDUCATION.

With the increasing school population there has resulted, of necessity, a corresponding increase in the cost of education. During the year there was an increase in expenditures for public school education of \$52,887.03. Of this amount \$41,436.27 was expended in the payment of the salaries of additional teachers and the payment of the regular salary increases to the teachers already on the staff. The average salary paid to grade teachers during 1922 was \$1,347.78, to lady vice-principals and principals of the bungalow schools the average salary paid was \$1,883.33. Male vice-principals received an average salary of \$1,750.00, while the average salary paid to the principals of schools of eight rooms and over was \$2,638.98. The cost of the maintenance of the special branches of the educational services was \$109,953.27. The Provincial grant paid for these services was \$27,277.28, making a net cost to the city of \$82,675.45. Of this sum the Medical Inspection Department cost \$29,707.21. The expenditures for Household Arts, Manual Training, and Pre-vocation classes cost the city of Calgary \$36,751.60 exclusive of grants received from the Provincial Department of Education.

The total cost of education in the separate schools of the city during 1922 was \$107,518.64, of which \$45,497.25 was paid in teachers' salaries.

EDUCATIONAL PROGRESS.

Generally speaking, the teachers in both the public and separate schools have a sincere appreciation of their responsibilities and opportunities as instructors of the children of Calgary. They display a spirit of industry and a desire to keep in touch with modern principles and practices in education.

During the fall term the work in the schools was made especially difficult by the introduction of a new Course of Studies. In a number of the subjects there have been radical changes which have involved a complete revision in the teacher's viewpoint of the aims and subject matter of the various branches. There has been a disposition on the part of the teachers to make a serious study of the new course and through school-room experimentation to ascertain if it is better suited to the changing conditions in society.

During the fall term grade meetings or institutes were held at which the teachers of each grade had the opportunity of discussing those subjects which appeared to offer special difficulties. Arrangements were made for holding similar institutes in the spring, when it is expected that definite statements respecting the merits and defects of the New Course of Studies will be obtained. In dealing with the problems presented by the new course, it is fortunate that in the city there is a body of experienced, efficient and thoughtful teachers who bring to bear upon the new work a willingness to test the new material and a maturity of judgment which makes their conclusions valuable.

LETHBRIDGE.

GRADING AND QUALIFICATION OF TEACHERS.

Throughout the year the teachers have been encouraged to put forth their best effort in an attempt to reach a higher grading in their reports, as the advance in salary and the standard of proficiency are made to depend upon the rating submitted by the superintendent to the board, which rating in turn depends upon the efficiency of work done in the class room and in reports submitted. New teachers are admitted to the staff only upon their personal merits, their experience and previous established success. They are further required to consent to take any of the above-mentioned special courses that may from time to time be put on, unless they already hold recognized certificates in these subjects. In this manner the "intake" to the city teaching staff is carefully guarded, with the result that there is little chance of a weak teacher being admitted. Consequently the general standard of the staff is being gradually improved. The establishment of special courses brings home forcibly to the experienced teachers the necessity of studying latest approved methods and ideals in teaching and has thus put more vitality into the class-room work. Throughout the schools there is a general note of harmony and close co-operation of the staff with the principals, superintendent and inspector. This presence of general good-will, which unmistakably exists, goes far to promote efficient work, personal interest and general contentment, at the same time maintaining a good "esprit de corps" in the staff.

BUILDING AND ACCOMMODATION.

The increase in the staff and rooms during the year has been four teachers and four rooms, evenly divided between the public and separate schools. The number of teachers employed in the city is sixty-one, forty-eight being on the public and thirteen on the separate school staff. There has been no additional building undertaken during the year, and all available accommodation is now in use. In addition to regular class rooms, parts of two basements in the public and of one in the separate school has been requisitioned for school purposes, as also has been a small ante-room of the Central School auditorium. The latter is most unsuitable both as to size, ventilation and lighting. From the teacher's standpoint it is the most difficult room to teach in. Thirty pupils are crowded into a room about half the size of an ordinary class room and the seats are crowded together in an awkward manner. As the room has been in use for portions of the last two years it can scarcely be termed a temporary arrangement. It is the most unsuitable room in the city system and an effort should be made to discontinue its use.

ACCELERATED CLASSES.

The plan of establishing accelerated classes of the brighter pupils, which was introduced last year, has been very considerably extended. In observing the working out of this plan in its practical application I am pleased to report that it has proved very successful. It permits the brighter pupils to proceed at a normal rate for them and does not interfere with the regular annual promotion of the average pupil. It not only sustains the children's interest, but, by decreasing the time of

attendance of quite a large number in the public school, it tends to relieve the congestion of the schools and incidentally also establishes a financial gain to the city.

SUB-NORMAL CLASS.

The sub-normal class established in Westminster School has been continued with marked success under the direction of Mrs. Cameron, who is especially capable of managing a class of this kind. The majority of the work taken is of a manual nature.

NIGHT CLASSES.

The organization of night classes to meet the needs of the city was increased and fairly completely established last year. These classes have clearly demonstrated their value to a city such as this, and each year a large number of men and women receive valuable training which they could not otherwise obtain.

MEDICAL INSPECTION.

Medical supervision has likewise been conducted on a similar basis as in previous years. One doctor is engaged for part time and one nurse for whole time. Numerous personal visits are made by the nurse to the homes and very valuable assistance is thus rendered individual cases.

ATTENDANCE.

The work of supervising attendance is thoroughly organized. Reports are received in the central office twice a day direct from teachers regarding any suspected truants, and the attendance officer is required to make investigation the same day.

CITY GRADE MEETINGS.

For the first time the city staff did not meet in a general teachers' convention. Instead, grade meetings of small groups of teachers were held. There has been a decided advantage in this, as specific problems for definite grades were considered by those especially interested in them.

MEDICINE HAT.

In the city there are sixty-eight rooms where the work of the public school course is taught, three of these being in the separate school district. On January 1st the total enrolment, in both the public school and separate school districts, including the high school, was 2,724, while at the end of the year this had increased to 2,752. This increase was mainly in the high school, where there were 418 pupils enrolled at the end of the year. This is about fifteen per cent of the school population and four per cent of the population of the city of Medicine Hat. This condition of affairs is most gratifying, the high percentages of attendance at the high school being an index of the progressive spirit of the inhabitants of this city and district.

The type of work being done in the schools of Medicine Hat is of an exceedingly high order. Pupils are received into the introductory grade at five and a half years. This is really a transition stage between the home and the school. Although a certain amount of instruction is given in reading and hand-work, yet play activities enter

largely into the work being done in these grades. The teaching staff, as a whole, is most efficient. Especially is this true of the principals of the schools. Many of those teaching the primary grades have made a special study of this work at Summer Schools and in some instances at Columbia, Chicago and other Universities.

In the inspector's report for 1921, mention is made of the need of systematic training in music by a trained instructor. I am pleased to be able to report that a supervisor of music was added to the staff the beginning of last term and that music is now receiving the attention which it justly deserves.

The attendance in the city schools is excellent. An attendance officer checks up all cases of non-attendance; he states that cases of truancy are very rare. During the year 1922, action for non-attendance was necessary in only one case.

ACTIVITIES ASSOCIATED WITH RURAL SCHOOLS.

School Fairs are held in all inspectorates. These fairs have awakened the interest of parents in the work of the school, and have helped to convince the ratepayers of the value of such subjects as Art, Music, Household Arts, and Physical Training and Organized Play. The school fair stimulates the work in these and other subjects of the course in that it provides incentive for better effort. The value of these and related activities are indicated by the following comments of inspectors:—

“The number of school fairs held in the inspectorate in the fall of the year was increased to five and in comparison with past years the enthusiasm of the parents and number and quality of the exhibits reflected keen community interest in this competitive type of school activity. A unique feature of the Sunnyside event was the official opening by His Excellency the Governor General of Canada, who attended a banquet of the Association and delivered an address to the boys and girls. While the school fair must be recognized as a stimulating incentive to broader and better teaching in the average rural school, the exhibits in school work at this annual event must be representative of the whole year's work and not of a spirited effort restricted to the few weeks immediately preceding the fair. In several instances complaint was made that the whole teaching time from the opening of the school in the fall term to the day of the fair had been devoted exclusively to the preparation of the exhibits and the consequent elimination of the other regular subjects.” (Inspector LeBlanc, Sturgeon Inspectorate.)

“Five successful school fairs were held in different parts of the inspectorate this year. The general interest of the districts which are included in these fairs is still quite keen, but this year there has been some difficulty in financing them.

“The Sturgeon Fair, held at Sunnyside, is worthy of special mention this year, not only for the variety and general excellence of its exhibits, but also on account of the fact that Lord Byng of Vimy, Governor General of Canada, honoured the Fair Association with his presence. The attendance was very large and the people were much pleased with the genial kindly bearing of His Majesty's representa-

tive, and with his desire to mingle with them and to get, first hand, their point of view. It was a gala day for Sunnyside." (Inspector Fife, Edmonton Rural Inspectorate.)

"Five school fairs were held in the inspectorate, three in the Olds allotment of territory and two under Youngstown. These were well attended and quite successful. Perhaps the best educational benefit arose through the stock-judging competition by boys and girls." (Inspector Thibaudeau, Stettler Inspectorate.)

"Ten school fairs were held during the month of September. A new feature in connection with our school fairs was the public speaking contest. Of the ten fairs, nine had contestants in this phase of the work. Professor Ottewell of the Department of Extension acted as judge and gave the young orators many helpful suggestions. In the Sedgewick Constituency, George L. Andrews, M.L.A., donated a gold medal suitably engraved for the winner of the public speaking contest at each fair." (Inspector Haverstock, Hardisty.)

"All schools in this inspectorate were organized into seven school fair centres, viz.: Milk River, Del Bonita, New Dayton, Raymond, Magrath, Cardston, Pincher Creek. At the last minute the Raymond centre refused to participate.

"The majority of the schools entered took active part, and the exhibits of the class-rooms were as prominent as those of garden and field. When the various centres are situated so as to have a permanent teaching force to act as the central committee for the fair, a better organization will be effected than is apparent at present. I have found the committee of teachers more enthusiastic and more capable than the 'lay committee,' the tendency of the latter being to specialize in the Agricultural phase of the fair.

"The outstanding features of this work, which have been emphasized this year, are a broader view of education, a tendency to draw together rural districts and urban centres, and the appeal this material side of education has made to the parents." (Inspector Williams, Cardston Inspectorate.)

The following matters are dealt with quite fully in the individual reports of inspectors. Typical comments are given:—

GROUND, BUILDINGS, LIBRARIES AND EQUIPMENT.

"While at one time a live question in this inspectorate, the beautifying of school grounds has received little attention since before the War. The financial stringency may account for the falling off in this matter." (Inspector Aylesworth, Olds Inspectorate.)

MEDICAL INSPECTION AND HEALTH SUPERVISION.

"A number of schools in the Red Deer Inspectorate have already availed themselves of the services of the Public Health Nurse, who is stationed in Red Deer. She did not commence work until well on in October, but already eight schools have been inspected in the country and she is at present working in the larger centres. I am pleased to be able to report that she was well received in all of the schools and the teachers were interested and helpful. The importance of this work will be kept prominently before the school boards." (Inspector Gibson, Red Deer Inspectorate.)

ATTENDANCE.

"The attendance has been very satisfactory. It used to be that a 75 per cent attendance would be considered good, but such is not now the case. In many rural schools the percentage of attendance is ninety or over, and I do not think there is a school where the attendance has fallen to 75 per cent for this year. Such an attendance would be considered very poor. My scale in marking is: 90 per cent and over—Excellent; from 85 per cent to 90 per cent—Good; from 80 per cent to 85 per cent—Fairly Good; from 75 per cent to 80 per cent—Fair; and below 75 per cent—Poor. I had only one person brought before a magistrate during the year for violating the Attend-



NEW SCHOOL, RYLEY S.D., NO. 1866.

ance Act. We may always look for individual cases requiring special attention, no matter how good the attendance may be on the whole." (Inspector McLean, Lacombe Inspectorate.)

FOSTER CHILDREN IN ALBERTA HOMES.

"In this inspectorate there are thirty-two foster children in the various homes. The children in all cases are in suitable homes, some of which are the best in the community. In only one case did I report unfavorably. In this case the child was taken away, but was later returned and now conditions are satisfactory. There seems to be an increasing desire on the part of well-to-do people to take and educate those children who have not been adequately provided for otherwise." (Inspector Dobson, Hanna Inspectorate.)

THE INSPECTOR AS OFFICIAL TRUSTEE.

"The official trusteeship of Turner Valley School District No. 4039, called for particularly careful oversight both in connection with appeals against the 1921 assessment before the District Court Judge, and also in connection with the new assessment for 1922. The whole

matter, however, was carried through to a successful issue and the management of the affairs of the district was turned over during the fall to a duly elected board of trustees. The ratepayers being very well pleased with the conduct of the district's business desired that I remain in control as official trustee, but when it was pointed out to them that it was very desirable that they should manage their own school affairs, a very hearty vote of thanks was accorded the official trustee for the careful and efficient manner in which he had organized the business of the district and had provided them with a good school. The general estimate of the Government has risen in Turner Valley and the surrounding districts by reason of the firm and effective manner in which the Department had conducted the affairs of the district." (Inspector Boyce, Calgary Rural Inspectorate.)

CONVENTIONS OF TEACHERS.

"In order to focus the attention of the teachers on the new Course of Studies, a one-day institute was held at Consort in the fall, in place of the usual convention, when a thorough discussion on the matter and methods outlined in the various subjects of the curriculum took place. This meeting demonstrated clearly the advantages of a small gathering of teachers as against the more formal convention, yet, at the same time, the inspiration received from an outside speaker was missed, and it was more difficult to maintain the interest of the teachers present." (Inspector Gray, Consort Inspectorate.)

CONVENTIONS OF TRUSTEES.

"The trustees' convention already referred to is worthy of note. It was a one day's convention, starting at one o'clock in the afternoon and ceasing at eleven o'clock in the evening, with a one hour's break for dinner. It was well attended by trustees from all parts of the inspectorate, and evoked great interest, as the long hours will testify." (Inspector Beveridge, Trochu Inspectorate.)

It is a satisfaction to be able to report that the work of inspection of schools has shown steady and marked progress throughout the year 1922.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,

Chief Inspector of Schools.

REPORT OF CHIEF ATTENDANCE OFFICER

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your attention the following report dealing with the enforcement of the School Attendance Act during the year 1922.

In the enforcement of the School Attendance Act during the year 1922, the practice of communicating with parents by preliminary letters before taking action in the formal manner provided for in Section 8 of the School Attendance Act has been continued, and during the year the number of preliminary letters addressed to parents was 3603. Following these the reports from teachers indicated that in 2,565 cases the children had returned to school within ten days, while their absence was excusable in 139 cases because of sickness, in 156 cases because of removal from the district, in 39 cases because of being over age, in 116 cases because of the school having closed and in 8 cases because of exemption certificates for work having been granted. In 235 cases reports had not been received at the end of the year. Besides this, in 345 cases the reports received from the teachers indicated that further attention was necessary. This attention will be given during the year 1923.

During the year Warning Notices were issued, following preliminary letters, which had been issued prior to the year 1922, in 496 cases, while Warning Notices were issued following preliminary letters of 1922 in 1,816 cases, making the total of Warning Notices issued during the year 2,312. Following Warning Notices children returned to school within ten days in 1,502 cases, while children were reported excusable following Warning Notices in 55 cases on account of sickness, 75 cases on account of removal from the district, 39 cases on account of age, 52 cases because of the school having closed, while 7 exemptions were issued for work, thus legalizing the detention of the children concerned.

The number of cases referred to inspectors during the year was 416, and besides these there were 61 cases showing need of further attention at the end of the year. Of the 416 cases it was deemed unwise to take action in a considerable number of the cases owing to the fact that the inspectors found on investigation that the economic conditions prevailing were the causes of the inability of the parents to provide for the regular attendance of their children in school. In 75 cases, however, prosecutions were successfully instituted, and convictions obtained. It is interesting to note that during the year, for the first time, parents in two cases in this province, instead of paying the fine and costs of the court chose to spend each ten days in jail.

The work of enforcing school attendance in towns and cities is carried on by local Attendance Officers. During the year a new form

was in use for these officers in reporting to the Department. The purpose of introducing this form was to endeavour to obtain a closer check on the causes of absence from school, and the various teachers were required to report to the Attendance Officer all half-day absences. It was found, however, in the larger cities that owing to lack of sufficient staff the officers were unable to deal in this minute fashion with all cases of absence reported. In the smaller centres, however, the introduction of this new form has worked out satisfactorily, and I believe has impressed the officials in charge of school attendance enforcement with the need of maintaining the closest and most thorough check upon all absentees. In cities and towns during the year 1922, the number of Warning Notices issued to parents and guardians was 763, while the number of cases in court was 74, and the number of convictions 69. The number of work certificates granted during the year in cities and towns is reported as 398.

During the year an appeal from the Magistrate's decision was carried to the Appellate Court. This case involved the attendance of a considerable number of pupils who were not attending their own schools and whose parents claimed exemptions on the ground that they were receiving efficient instruction in a private school. It was, however, impossible for them to provide corroboration of their claim by the production of an inspector's report that their children were receiving efficient instruction in such school, and after hearing the evidence for and against the appeal, it was found by the court that the contention of the parents was not justified. It was further made clear by the court that the Department had the right to enforce the provisions of the School Attendance Act and that the Justice trying the original case was justified in his finding. The decision of the court was, however, given only during the month of December, after which time the children returned to school before the end of the year.

Associated with the work of enforcement of school attendance in the province, there are other branches of child welfare work with which it is necessary to co-operate and for which detail information is constantly coming to hand in our reports, and in reply to our preliminary letters and Warning Notices. The two principal branches thus related are the Neglected Children's Department and the Department dealing with mental defectives. During the year a considerable number of cases reported in our returns were brought to the attention of these two Departments, and dealt with by them. It is a pleasure to report that these Departments have been grateful to receive the information which it was possible for this Department to give respecting cases of this character, and co-operation of this nature is very necessary in the best interest of the children of this Province.

In our work throughout the year it has been noted that conditions have been such that parents considered it imperative to detain their children from school to assist in necessary work at home, and in all such cases there was pointed out to the parents the privilege which sub-section 2 of Section 6 of the Attendance Act allows in this respect. While this provision covered most of the cases, there were still those who considered it necessary to detain their children from school for longer periods than permitted. In this respect, I wish to refer to the number of widows with minor children who felt that the older members of the family, who were still under fifteen years of age,

should contribute to the upkeep of the family, and it would seem that the provisions of The Mothers' Allowance Act are not yet known throughout the Province. In such cases the Attendance Branch of the Department brought to the attention of these mothers the provision made by the Government in The Mothers' Allowance Act, and I have no doubt that in many cases applications which were received for assistance under the Act could be traced to the information given by the Attendance Branch here.

Altogether it is felt that the parents throughout the province are for the most part well informed respecting the law regarding school attendance and on the whole an earnest effort is being made to comply with the requirements of the law. The conditions, however, during the past year, have been such that the majority of parents with children who were physically able to render assistance, felt that in the interest of economy, though in opposition to their desires respecting their attendance, it was necessary to make use of the services of their children in the work on the farms.

I am including herein a few brief statements respecting attendance, taken from the reports of our Inspectors in the field during the year:—

“The attendance in the schools of the inspectorate shows an improvement for 1922. Parents are showing a greater interest in and appreciation of education and parents are realizing more fully that the law requires regular attendance and will be enforced if children are not sent to school satisfactorily. Each of the last three years has witnessed a decrease in the number of prosecutions in this inspectorate despite the harder financial conditions prevailing.”

“With very few exceptions, a healthy respect for the Attendance Branch of the Department of Education is apparently entertained throughout the inspectorate.”

“I have no reason to be dissatisfied with the enforcement of the Attendance Act during the year 1922. In practically every case of non-attendance there has been an extenuating circumstance, usually poverty. In the outlying parts of my inspectorate there are several cases of distress which provide a sufficient excuse for non-attendance to warrant not taking drastic action. On the whole, considering the crops and prices of farm produce I am surprised that there has not been more non-attendance.”

“The year was marked by the small number of final notices issued. I think that there is a great improvement in the matter of attendance this year, and the people are beginning to realize that the Attendance Act will be enforced.”

“A great deal of difficulty is experienced in the prosecution of truancy cases, owing to the fact that there are few Justices of the Peace in the rural districts. It is extremely difficult to get a summons served, and in every case this year I have served the summons and driven the accused to the home of the J.P. in order to have a hearing the same day.”

“Owing to poor crops and the difficulty of obtaining labour at a price corresponding to the present value of farm products the tend-

ency has been to keep children able to assist in farm work out of school for the maximum time allowed by the School Attendance Act. In view of the conditions prevailing, as much latitude as possible has been allowed. At the same time, I find that the general attitude of the parents to the schools is good, that they regret the interference which the farm work causes, but see no other way of getting the work done. Conditions have been, and still are, abnormal in many parts of this inspectorate, and I find that each case of non-attendance requires close investigation before action is taken under the School Attendance Act."

"This has been an easy year in Attendance work. Only a few extra days were given to it."

"Attendance in the schools of this city is being administered in a very efficient manner. There is close co-operation between the Medical Supervision Department and the Attendance Officer, and all cases of non-attendance are carefully and promptly investigated. There has been considerable Scarlet Fever in the schools resulting in the closing of a large number of the primary rooms for a short period, which has also lowered the percentage of attendance. In one school during the fall term we found an undue number of absences. These were referred to the Attendance Officer and received attention."

"In this city the Attendance Officer has attended to his duties in an efficient and satisfactory manner. The attendance in each room is checked up regularly and all cases of absence investigated where there is any doubt as to the cause. Where the parent is at fault as to the child's attendance he is immediately prosecuted. This action on the part of the Attendance Officer has resulted in the public realizing the uselessness of opposing or violating the School Attendance Act and has improved materially the average attendance of the children of the city."

"The average regularity of attendance in all rooms is very satisfactory. In September the average regularity in all rooms that I inspected was 92.07 per cent, while in October it was 93.82 per cent. While this is true, it is also a fact that there are many children who for various reasons are not attending school regularly. For the month of September in the rooms that I inspected 20 per cent of the pupils attended less than 90 per cent of the time, 12 per cent attended less than 80 per cent of the time, and 8 per cent attended less than 75 per cent of the time. For October 17 per cent attended less than 90 per cent of the time, 8 per cent less than 80 per cent of the time, and 7 per cent less than 75 per cent. In most cases legitimate reasons for absence are given. It is noted, however, that if these reasons are valid there must be more sickness among the over-age and retarded pupils than among the others, because the former are the pupils who are the most frequently absent from the rooms at time of inspection."

I have the honour to be, Sir,

Your obedient servant,

D. C. McEACHERN,

Chief Attendance Officer.

REPORT OF THE SCHOOL LIBRARIES BRANCH

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—The office of the School Libraries Branch, during the past year, has been the meeting place of teachers from every corner of the Province, persons in search of material to aid them in carrying out the prescribed course in the New Curriculum.

The New Curriculum came into force during the month of July, but previous to this the School Libraries Branch placed in stock all books for supplementary reading and teachers' references recommended in the new Course of Study.

As the Summer School for Teachers was in session during that month, advantage was taken of those directly interested persons being in the city, by bringing to their attention the fact that all the books referred to in the New Curriculum could be seen at the School Libraries Branch. We obtained the co-operation of the Director and all Instructors at the Summer School to keep this fact well to the fore throughout the whole session, and it is very gratifying to report that nearly every Summer School student visited this office at least once while in Edmonton, and a number were found to be frequent visitors.

Eventually a copy of the New Curriculum was mailed to every school district, and then came requests from every corner of the Province asking for information bearing on books mentioned therein.

We immediately prepared a new catalogue, not only of general literature but containing all books referred to in the New Curriculum, giving prices at which these may be obtained.

A copy of this catalogue was mailed to all school inspectors, also a letter requesting their co-operation regarding books in the New Curriculum, and asking that they advise teachers in need of such material to communicate with the School Libraries Branch.

Every opportunity that has arisen to broadcast the information to teachers respecting books on the new Course of Study has been taken advantage of. Whenever it was possible to get in touch with an inspector about to hold a conference with teachers in his inspectorate, a selection of these books, with a new catalogue, was given to the inspector, so that the books could be examined by the teachers out in the rural districts. Not only did it bring results in furnishing much needed books to the School Library, but in many cases these teachers paid, out of their own pockets for books which they did not previously know where to obtain.

In connection with the payment of School Library Grants, emphasis has been placed on the necessity of selecting from the new

list of supplementary readers and reference books for teachers, when the selection was to be made by the teachers, so that the books in the school library would assist the teachers in their work in the classroom, and also that material, on subjects not commonly taught in schools, be provided.

It is a pleasure to report that we have been able to carry out the wishes of the Department regarding the authorization of this New Curriculum. Since the New Curriculum has been in use we have supplied 24,836 volumes covering the 158 new titles referred to in the list of books prescribed for supplementary reading, these having been distributed to schools in part payment of library grants.

Respecting the books in the new course suggested as reference books for teachers, and also books prescribed for the higher grades, it is not possible to give the exact number distributed, but it is in the neighbourhood of 2,000 volumes.

During the year 1919 it became evident that the books recommended for teachers' study were very difficult to obtain through local booksellers, and therefore it was suggested that this branch assist the profession in this direction.

The first year of this undertaking recorded books to the value of \$400.00, furnished to teachers in various parts of the Province. Gradually this advantage became known and the difficulty experienced by the profession was greatly overcome.

The time required to procure a special book from an Eastern publisher, through a local bookseller, would be at least two weeks, whereas this Department has all such special books in stock, which can be forwarded by return mail.

At the end of the year 1921 we had on record books to the value of \$3,950.06, sold to teachers during that year.

The past year has nearly doubled that of the previous year. During the year 1922 the sale of special books to teachers amounted to \$7,083.55.

During the Summer School session stress was laid on the use of Test Material, such as Courtis Standardized Tests in Arithmetic, Munroe Silent Reading Tests, Ayres Hand-writing Scales, Nassau Composition Scales, and it was found necessary to place this material in stock. This material is of American origin, being strongly recommended by Universities over the line, and same is gaining favour in Canada for testing the intelligence and ability of students. The demand for such tests, particularly bearing on Arithmetic, Silent Reading and Hand-writing, has been far greater than was expected, and every mail brings a request for a selection of the various subjects.

At various times during the Edmonton Normal School term, students in numbers have, under the leadership of their instructors, visited the Libraries Branch to familiarize themselves with the books on our shelves, such variety of material being absolutely impossible to find in a bookstore. The object has been that new teachers should go out to the various school districts with the knowledge that there need not be any doubt as to where they can procure suitable information regarding any subject, if they are unable to obtain from their local bookseller.

When a teachers' convention is being held in Edmonton, arrangements are made to take care of the crowd that always take the opportunity of visiting the library before leaving the city, and many teachers are constant visitors.

The subject of Art has, during the past year, received considerable attention owing to the Department making it possible to obtain the best aids to facilitate the teaching of Art in our schools. It is our aim to be able to furnish any material for study purposes that the Department recommends. With this object in view, sets of pictures for grades I. to X. inclusive were placed in stock. We were able to furnish a complete set of pictures prescribed for study in grades I. to VII. at twenty-five cents a set per grade, grades VIII. and IX. at thirty cents a set, and grade ten at fifty cents a set, these being postpaid prices. We also furnished leaflets descriptive of the pictures, which made the study of absorbing interest, leaflets being supplied at thirty cents a set for each grade. The demand for these pictures was far greater than we ever anticipated, but we were eventually able to fill every order we received, and we have given entire satisfaction to the Province at large, as correspondence on file will verify.

The Department receives from the various publishers copies of recent publications which, in their opinion, are suited to the use of school libraries. These books are submitted to a committee of educational experts, who examine the same and approve or reject according to the merit of the book and suitability of the subject upon which it is written.

In this way the libraries in our schools receive additional books of the highest educational value.

The catalogue from which books are selected by the principal of the school for the library, contains over one thousand titles covering a classification of fifty subjects. Mention is made of the grade for which the book is most suited. Teachers, having catalogue furnished to them when selecting books in lieu of grant, are therefore able to make an intelligent selection.

There has been a noticeable demand for books bearing on the question of teaching the foreign-born. We have in stock the books referred to in the night school bulletin, and three of these books are in constant demand by teachers in charge of our New Canadian schools. An inestimable amount of good has been done by our school libraries in promoting the cause of citizenship among our New Canadians.

Books on soils, plant life, poultry-keeping, types and breeds of farm animals, making of handy farm devices and on agriculture generally, have been in noticeable demand by our rural districts, and therefore, we have on hand all works of reference recommended in the bulletin on Agriculture, published by the Department.

During the past year purchases were made from ninety-seven publishing houses, which represents all the leading publishers in Canada, Great Britain and the United States.

Our desire is to secure quality and variety of books suited to any community.

As the Department purchases in large quantities, we are able to obtain very special discounts, and therefore are selling books to school districts at a price they could not possibly obtain in the open market. Books ordered from Great Britain and the United States are obtained duty free, owing to their being for library purposes.

During the past year fifty-nine schools, which have recently come into operation, have received consignments of books in lieu of the initial school library grant, value fifteen dollars, these books forming the nucleus of a library. The majority of these schools have now qualified under the Act, and will, in the near future, receive a substantial grant in the form of books.

The School Libraries Branch has paid 2,863 library grants to schools during the past year, the value of books distributed being \$55,734.61, and the number of volumes sent out being 96,920.

Since the inception of this school library system 772,949 volumes of books and thousands of patriotic publications and Government bulletins have been distributed among 3,033 school libraries existing in the Province today.

Our correspondence during the past year has been enormous, nearly double that of the previous year.

This has been brought about by the authorization of the New School Curriculum. It is a pleasure to be able to report that we have received numerous letters from teachers and secretaries of school districts testifying to the popularity of the school libraries and the appreciation of all who make use of the books.

In connection with the Free Readers Branch of this Department, a contract has been made with eastern publishers for the supply of the new readers which are to be authorized for the use of our public schools in the near future. These new readers appear to be a great improvement on the Alexandra Series and will be known as "The Canadian Readers," the set complete in five books.

Respecting the distribution of Free Readers during the past year the following indicates the number of copies distributed.

Phonic Primers	13,959	Third Readers	17,010
Primers	17,386	Fourth Readers	11,951
First Readers	18,865	Agriculture	7,817
Second Readers	18,121		

All the Indian Schools in the Province have been furnished with text-books and material by this Department upon requisitions received from the Government Printing and Stationery Department at Ottawa.

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,

Manager, School Libraries and Free Readers Branch.

REPORT OF DEBENTURE BRANCH

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1922.

Authorized by Board of Public Utility Commissioners, 134 issues.....	\$ 934,650
Registered by Department of Education, 184 issues.....	\$1,041,885
Registered in 1921 but paid by purchasers in 1922	6,100
	<u>\$1,047,985</u>
Registered in 1922 but proceeds not available until 1923—less.....	11,000
Total amount of Debentures taken delivery of by purchasers during 1922	<u>\$1,036,985</u>

BOND SALES

SOLD THROUGH DEBENTURE BRANCH:

0.875% of total number of issues sold disposed of through the Debenture Branch.

5 Town issues	\$ 31,900
28 Village issues	142,850
10 Consolidated issues	34,260
118 Rural issues	222,475
	<u>\$431,485</u>
161 Issues	\$431,485
Less 1 Rural issue of \$1,000 sold in 1922	
but proceeds not available until 1923..	1,000
	<u>\$430,485</u>

SOLD DIRECT BY SCHOOL DISTRICTS:

0.125% of total number of issues sold were disposed of direct by the School Districts.

5 City issues	\$500,000
4 Town issues	34,500
5 Village issues	68,500
9 Rural issues	13,500
	<u>\$616,500</u>
23 Issues	\$616,500
Less 1 Village issue of \$10,000 sold in	
1922 but proceeds not available until	
1923	10,000
	<u>\$606,500</u>
	<u>\$1,036,985</u>

TOTAL OF 1922 SALES

5 City issues	\$ 500,000
9 Town issues	66,400
33 Village issues	211,350
10 Consolidated issues	34,260
127 Rural issues	235,975
	<u>\$1,047,985</u>
184 Issues	\$1,047,985
Less 1 Rural issue of \$1,000 and 1 Village issue of \$10,000	
sold in 1922 but proceeds not available until 1923.....	\$ 11,000
	<u>\$1,036,985</u>

AVERAGE BASIS ON WHICH DEBENTURES WERE SOLD:

9 Town issues	7.979
33 Village issues	7.549
10 Consolidated issues	8.093
127 Rural issues	7.875
All issues	7.874

NUMBER OF CONTRACTS FOR ERECTION OF RURAL, VILLAGE AND
TOWN SCHOOL BUILDINGS APPROVED BY DEBENTURE
BRANCH, DEPARTMENT OF EDUCATION
DURING 1922.

ONE-ROOM SCHOOLS
DEPARTMENTAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (24 pupils)	2	\$ 2,613.00	\$ 1,306.50
A-2 (23 pupils)	4	6,959.00	1,739.75
A2A (24 pupils)	1	1,250.00	1,250.00
A-3 (24 pupils)	5	8,868.00	1,773.60
A-4 (23 pupils)	2	3,136.00	1,568.00
A4A (24 pupils)	2	3,578.00	1,789.00
A-5 (40 pupils)	1	1,700.00	1,700.00
A5B (40 pupils)	1	3,476.00	3,476.00*
A-6 (40 pupils)	6	12,129.00	2,021.50
A6A (40 pupils)	2	3,400.00	1,700.00
A7 (40 pupils)	3	7,485.00	2,495.00
A-8 (40 pupils)	6	10,467.00	1,744.50
A8A (40 pupils)	1	1,898.00	1,898.00
A-12 (30 pupils)	2	4,307.00	2,153.50
A 13A (29 pupils)	2	3,700.00	1,850.00
A-14 (29 pupils)	8	14,480.00	1,810.00
A-15 (30 pupils)	6	9,336.00	1,556.00
A 15B (30 pupils)	1	2,750.00	2,750.00*

*Basement or part basement.

AB1 (40 pupils)	2	4,929.00	2,464.50
B-2 (one room only)	2	3,715.00	1,857.50

(Second room to be built at later date.)

TWO-ROOM SCHOOLS.
DEPARTMENTAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
B-2A (80 pupils)	3	\$18,873.00	\$ 6,291.00
B-2A-amended	1	12,000.00	12,000.00
B-2 (labor only)	1	525.00	525.00
B-3B (basement)	1	7,500.00	7,500.00
B-4 (80 pupils)	2	8,250.00	4,125.00
B-5A (80 pupils)	1	5,800.00	5,800.00
B-5C (80 pupils)	1	6,560.00	6,560.00
Special Plan (brick veneer)	1	6,060.00	6,060.00

LARGER SCHOOLS.
SPECIAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
4 Room, Frame	4	\$66,889.00	\$16,722.25
4 Room, Brick	2	39,654.00	19,827.00

In several cases these were additions to existing school buildings.

SPECIAL CASES.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (24 pupils).....	1	\$ 775.00	\$ 775.00
A-5 (40 pupils).....	1	486.00	486.00
A-6 (40 pupils).....	1	460.00	460.00
A-13A (29 pupils).....	1	425.00	425.00
A-15 (30 pupils).....	2	847.00	423.50
A-17	1	375.00	375.00

Labor or material supplied by the School District.

TEMPORARY BUILDINGS

Plan	No. of Bldgs.	Total Cost	Average Cost
Special Plan	1	\$ 686.00	\$ 686.00

LOG SCHOOL BUILDINGS

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1-A	1	\$ 500.00	\$ 500.00
A-5	1	350.00	350.00
A-11	2	1,140.00	570.00
A-14	5	3,356.00	671.20
Special Plans	5	3,325.00	665.00

In most cases the buildings were constructed by voluntary labor.

ADDITIONS AND ALTERATIONS

Plan	No. of Bldgs.	Total Cost	Average Cost
One Room	9	\$21,729.00	\$ 2,414.33
Two Rooms	3	25,646.00	8,548.66
Other additions	4	6,380.00	...

IMPROVEMENTS AND REPAIRS

	No. of Bldgs.	Total Cost	Average Cost
Districts issuing Debentures for purpose of improving and repairing school premises	12	\$ 9,250.00	...

DEPARTMENT OF EDUCATION

BUILDINGS PURCHASED

	No. of Bldgs.	Total Cost	Average Cost
Buildings purchased and remodelled for school purposes.....	1	\$ 650.00	...

SCHOOLS DESTROYED BY FIRE

Stretton S.D. No. 1187 Willowlea S.D. No. 3122
North Kotzman S.D. No. 3881.

SUMMARY

NEW SCHOOL BUILDINGS

One-Room Schools	81
Two-Room Schools	11
Additions	16
Larger Schools	1
	114
Buildings purchased and remodelled.....	1
Buildings destroyed by fire	3
Improvements and repairs	12

Certified correct.

A. SCOFFIELD,
Manager, Debenture Branch.

REPORT OF PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR:

I have the honour to submit for your consideration the Second Annual Report of the Provincial Institute of Technology and Art, Calgary, for the year 1922.

The instruction given by this Institution is of a vocational character and the standard is being raised each year by the addition of more related work. In 1921 we included Physics and Chemistry; in 1922 these were continued and English added and it is our intention to include Industrial History in the course of studies for 1923. We have not, however, permitted any of these subjects to interfere with the allotted 50% of shop work which is essential to a vocational course.

The courses given at present are as follows:

Day Courses	Length of Course
Industrial Mechanical Engineering (for Steam Engineers)	2 years
Industrial Electrical Engineering	2 years
Industrial Automobile (Motor Mechanics).....	2 years
Tractor Engineering	2 years
Tractor Engineering	Two terms of 5 months each
Battery and Ignition	8 months
Architectural Drafting	Three terms of 5 months each
Mechanical Drafting	Three terms of 5 months each
Survey Drafting	Three terms of 5 months each
Dressmaking and Millinery	2 years
Special Tractor courses	5 weeks
Special Mining course	5 weeks

Evening Courses	Length of Course
Steam Engineering	18 weeks
Electrical Engineering	18 weeks
Motor Mechanics	18 weeks
Battery and Ignition	18 weeks
Industrial Chemistry	18 weeks
Drafting, General	20 weeks
Drafting, Mechanical	20 weeks
Drafting, Architectural	20 weeks
Machine Shop Practice	20 weeks
Armature Winding	20 weeks
Telegraphy	20 weeks
Engineering Mathematics	18 weeks

CORRESPONDENCE COURSES

Course	Class	Length of Course
Mining Engineering	1st Class	16 months
Mining Engineering	2nd Class	16 months
Mining Engineering	3rd Class	7 months
Steam Engineering	1st Class	13 months
Steam Engineering	2nd Class	13 months
Steam Engineering	3rd Class	13 months

ENROLMENT FOR YEAR 1921-22

Course	Day	Evening	Corre- spondence	Total
Armature Winding	3	22	..	25
Battery and Ignition	22	28	..	50
Building Construction	..	12	..	12
Industrial Chemistry	..	11	..	11
Drafting	8	27	..	35
Electrical Engineering	53	20	..	73
Machine Shop	12	43	..	55
Mathematics and Science	..	21	..	21
Mining	..	..	162	162
Motor Mechanics	44	45	..	89
Steam Engineering	21	18	132	171
Summer School	34	..	..	34
(Elect. 12; Methods 20)				
Telegraphy	..	25	..	25
Tractor	37	..	..	37
Totals	245	272	294	811

ENROLMENT FOR 1ST TERM, 1922-23

Course	Day	Evening	Corre- spondence	Total
Armature Winding	..	14	..	14
Battery and Ignition	16	18	..	34
Industrial Chemistry	..	15	..	15
Drafting	14	29	..	43
Dressmaking and Millinery	10	..	..	10
Electrical Engineering	62	22	..	84
Engineering Mathematics	..	14	..	14
Machine Shop	3	31	..	34
Mining	..	..	166	166
Motor Mechanics	43	38	..	81
Steam Engineering	17	18	196	231
Telegraphy	..	28	..	28
Tractor	23	..	..	23
Totals	188	227	362	777

ATTENDANCE

The increase in attendance is shown graphically by the attached Blue Prints, it is also shown by our returns to the Dominion Director of Technical Education as the number of student hours reported for

the first term this year showed an increase of 175% over the same period in the school year, 1921-22.

Further it has been found necessary to refuse admission to certain classes (Electrical, Automobile, Battery and Ignition) owing to lack of accommodation.

STUDENTS.

The students this year are a little younger than last year and their academic standing is a little higher.

Average age	20.2 years
Academic Standing	8.8 years
From Calgary (including transients).....	41 %
From other points	59 %

NATIONALITY

	Canadian	British	American	Foreign
Day courses	53.3%	28.4%	11.3%	7%
Correspondence	18 %	65 %	9 %	8%

BUILDINGS.

On June 15, 1922, we moved the offices and equipment from our old quarters in the Colonel Walker School to the new buildings then under construction by the Department of Public Works. They are now almost complete and in a great many ways they are splendid.

At the present time we are occupying the greater portion of the space allotted to technical work, there being only 4 rooms not in use (two of which are unsuitable for classroom purposes).

The workshop space is disappointing when one considers the fact that we have been unable to admit all applicants for courses this year. This almost precludes any thought of expansion at the present time or the near future owing to economic conditions.

DISCIPLINE.

The discipline among the students has been very good although it is requiring much more attention this year since we have been located in the same building with another student body.

STAFF.

The members of the Institute Staff have worked harmoniously together at all times and still continue to place the interests of this Institution before any personal considerations. The work of the staff is still very heavy at times due to a fluctuating student body.

RECOMMENDATIONS.

The following recommendations are submitted for your consideration.

(1) That admission to regular day courses be only at stated periods as follows: First 10 days of the Fall and Winter terms except by permission of the Principal.

(2) That a "survey" be made of the Province by the members of the staff during the summer vacation.

They will in this way acquire first hand knowledge of industrial conditions in the Province and can also place the advertising posters for day and correspondence courses. This work will not incur very much expense as the Institute automobiles may be used for transportation.

(3) That the students of this Institute be placed under the Workmen's Compensation Board.

(4) That an Instructor in Mathematics be appointed next September.

(5) That the question of our students receiving credit for time spent at the Institute be again taken up with the Department of Public Works.

(6) That a committee representing the various trades and industries be appointed to review our course of studies.

(7) That in the event of the Institute Staff being expected to organize Evening Technical classes in rural centres, we be advised not later than August 1st so that we can co-ordinate this work with our correspondence courses.

I have the honour to be, sir,

Your obedient servant,

JOE H. ROSS,

Acting Principal.

GENERAL STATISTICS

Academic Year ending June 30th, 1922.

CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1921	Per cent. of Enrolment	No. of Pupils June 30, 1922	Per cent. of Enrolment
I.	31,434	25.24	32,597	22.81
II.	16,171	13.	18,150	12.70
III.	16,066	12.92	18,890	13.22
IV.	14,154	11.38	16,733	11.71
V.	12,031	9.67	13,631	9.54
VI.	10,922	8.86	12,507	8.75
VII.	8,416	6.77	9,843	6.89
VIII.	7,625	6.13	9,789	6.85
IX.	3,522	2.83	5,101	3.57
X.	2,236	1.79	3,101	2.17
XI.	1,371	1.10	1,998	1.40
XII.	380	.31	562	.39
Totals	124,328	100.	142,902	100.

COMPARATIVE STATEMENT

Of Attendance and Classification of Pupils in Graded and Ungraded Schools

	Graded Schools	Ungraded Schools
Nnumber of Pupils enrolled.....	76,691	66,211
Aggregate days' attendance of Pupils.....	11,240,543.5	7,525,890
Daily average attendance of Pupils.....	58,621.94	41,892.60
Percentage of attendance of total enrolment.	76.44	63.27
Average length of school year (days).....	197.53	176.22
Classification: Grade I.	14,903	17,694
Grade II.	9,980	8,170
Grade III.	9,728	9,162
Grade IV.	8,373	8,360
Grade V.	7,045	6,586
Grade VI.	6,511	5,996
Grade VII.	5,236	4,607
Grade VIII.	5,157	4,632
Grade IX.	4,278	823
Grade X.	2,954	147
Grade XI.	1,967	31
Grade XII.	559	3
Total attendance	76,691	66,211

DEPARTMENT OF EDUCATION

AVERAGE AGE OF PUPILS

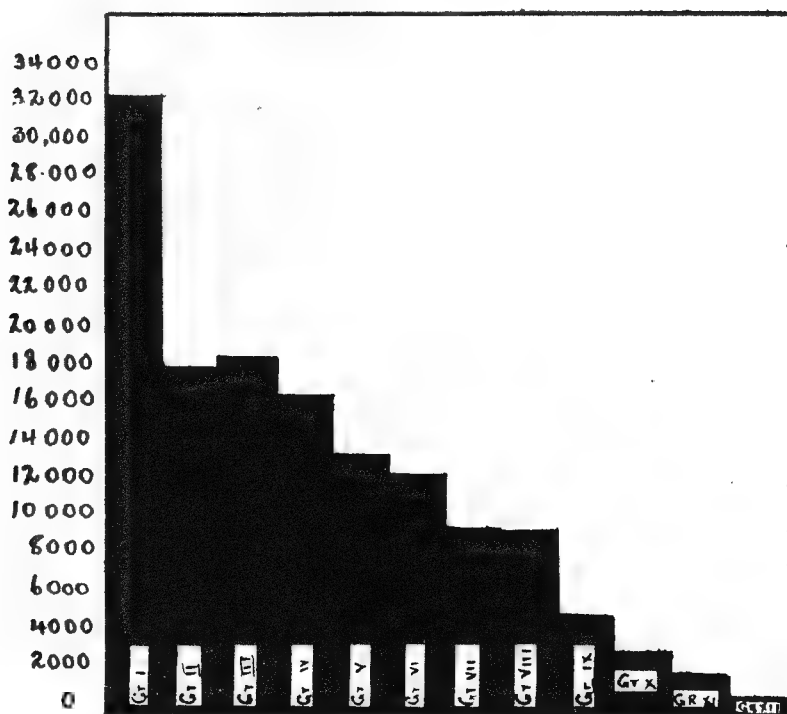
Grade I.	7.1
Grade II.	8.3
Grade III.	9.1
Grade IV.	10.3
Grade V.	11.2
Grade VI.	12.2
Grade VII.	13.4
Grade VIII.	14.5
Grade IX.	15.6
Grade X.	16.6
Grade XI.	17.5
Grade XII.	18.6

Age	Total No. of pupils	Percentage of enrolment
5 years and under.....	1,049	.73
6 years.....	9,412	6.59
7 years.....	15,835	11.08
8 years.....	16,211	11.35
9 years.....	15,654	10.95
10 years.....	14,592	10.21
11 years.....	13,987	9.79
12 years.....	13,390	9.37
13 years.....	12,478	8.73
14 years.....	11,743	8.22
15 years.....	8,999	6.29
16 years.....	5,043	3.53
17 years.....	2,562	1.79
18 years.....	1,097	.77
19 years.....	429	.30
20 years.....	181	.13
21 years.....	240	.17
Total.....	142,902	100.

DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.
School Year Ended June 30, 1922.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Kindergarten	Boys	188	532	363	182	86	36	13	13	5	3								1421
	Girls	163	476	335	172	63	30	16	9	8	5								1277
Grade I.	Boys	377	4144	5658	2822	1361	613	279	162	103	73	34	17	1	1				15646
	Girls	321	3945	5254	2489	1202	515	238	117	87	44	25	10	2	2			1	14253
Grade II.	Boys		153	1822	3136	2008	1012	502	285	149	92	43	8	6	3			1	9221
	Girls		145	1888	3246	1869	863	447	238	118	67	36	7	2	2			1	8929
Grade III.	Boys		7	237	1658	2854	2173	1223	686	409	239	110	27	6	8				9608
	Girls		9	251	1881	2831	2071	1088	586	314	169	61	18	2	1			1	9282
Grade IV.	Boys		1	15	296	1382	2257	1996	1154	734	432	188	56	15	7			2	8536
	Girls			9	284	1471	2408	1881	1040	566	361	141	27	6	2			1	8197
Grade V.	Boys			1	18	243	950	1814	1670	1158	647	345	68	16	9			1	6942
	Girls			2	26	268	1121	1915	1662	916	501	213	48	13	1			2	6305
Grade VI.	Boys					22	220	861	1635	1608	1096	631	155	58	15			2	6202
	Girls				1	24	268	1116	1765	1427	949	483	125	33	8			1	4912
Grade VII.	Boys					22	27	245	797	1403	1292	795	259	76	11			5	4931
	Girls					27	22	244	908	1427	1347	645	246	64	14			4	4795
Grade VIII.	Boys					49	2	49	274	837	1402	1285	631	233	61			3	4994
	Girls					59	4	59	332	847	1474	1280	665	251	62			2	2864
Grade IX.	Boys					1		1	27	140	550	738	512	187	71			10	2337
	Girls								28	176	644	948	627	273	93			5	1728
Grade X.	Boys								1	24	126	375	384	272	106			32	843
	Girls								1	18	161	397	536	371	155			22	1155
Grade XI.	Boys									3	35	115	234	216	113			44	227
	Girls									1	33	97	305	337	218			29	335
Grade XII.	Boys											4	33	39	59			30	72093
	Girls											10	45	83	78			33	70809
Totals by Sex..	Boys	565	4837	8096	8112	7926	7285	6983	6704	6573	5987	4663	2384	1125	464	186	75	128	112
	Girls	484	4575	7739	8099	7728	7307	7004	6686	5905	5756	4336	2659	1437	633	243	106	112	112
Grand Totals		1049	9412	15835	16211	15654	14592	13987	13390	12478	11743	8999	5043	2562	1097	429	181	240	142902
Beginning																			
Grade I.	Boys	425	3070	4159	1413	484	126	42	14	7	2	1							9743
within Year ..	Girls	356	2814	3731	1169	415	107	36	15	4	2	1							8650
Repeating																			
Grade I. from	Boys		282	812	891	593	263	112	55	40	34	12	8	1	1				3103
Previous Year .	Girls		257	715	810	519	213	96	53	32	13	12	3	2					2726

DISTRIBUTION OF PUPILS



The following is the number of Pupils leaving school at the age of 15 years:

Grade I.	44
Grade II.	62
Grade III.	138
Grade IV.	270
Grade V.	434
Grade VI.	635
Grade VII.	742
Grade VIII.	1,145
Grade IX.	253
Grade X.	90
Grade XI.	31
Grade XII.	1
Total	3,845

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I.	.03
Grade II.	.04
Grade III.	.09
Grade IV.	.19
Grade V.	.31
Grade VI.	.44
Grade VII.	.52
Grade VIII.	.80
Grade IX.	.17
Grade X.	.06
Grade XI.	.02
Grade XII.	.0007
Total	2.6707

The following is the percentage of the total leaving school at the age of 15 years:

Grade I.	1.14
Grade II.	1.61
Grade III.	3.59
Grade IV.	7.02
Grade V.	11.28
Grade VI.	16.52
Grade VII.	19.29
Grade VIII.	29.79
Grade IX.	6.59
Grade X.	2.34
Grade XI.	.81
Grade XII.	.02
Total	100.

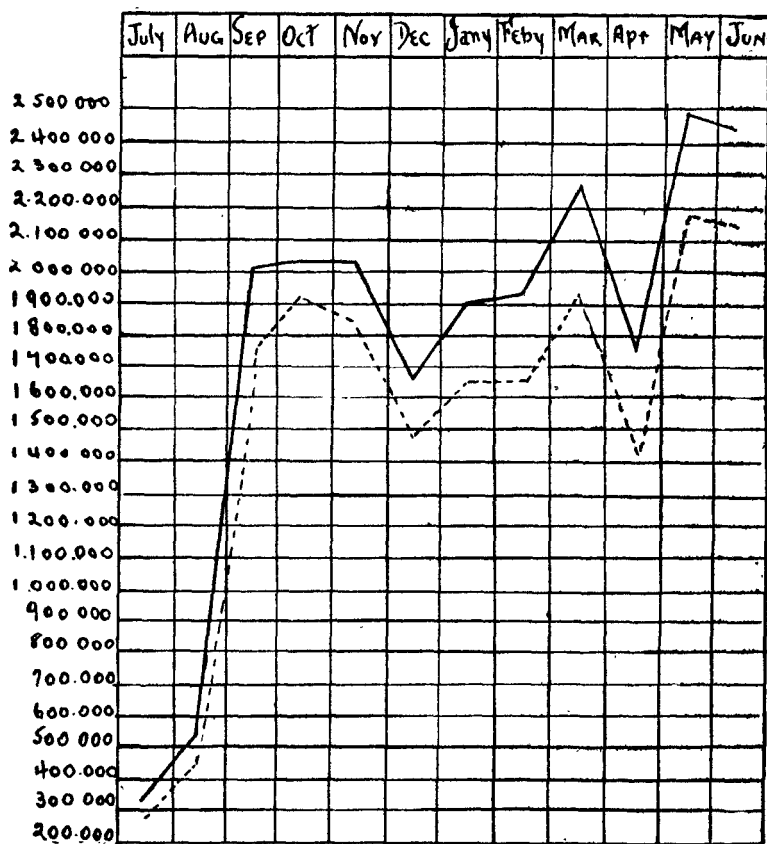
The following is the percentage of each grade leaving school at the age of 15 years:

Grade I.	.13
Grade II.	.34
Grade III.	.73
Grade IV.	1.61
Grade V.	3.18
Grade VI.	5.08
Grade VII.	7.54
Grade VIII.	11.69
Grade IX.	4.96
Grade X.	2.90
Grade XI.	1.55
Grade XII.	.18

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH
DURING THE YEAR JULY 1, 1921-JUNE 30, 1922.

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance Per Month
July	333,963.5	276,660	82.81
August	545,293	448,013	83.62
September	2,090,726.5	1,776,763	84.98
October	2,196,911.5	1,923,744.5	87.56
November	2,170,024.5	1,857,923	85.61
December	1,662,813	1,478,533	88.91
January	1,908,269	1,650,278.5	86.48
February	1,947,867	1,655,659	84.98
March	2,273,653	1,931,206	84.93
April	1,741,696.5	1,425,900.5	81.93
May	2,499,540	2,191,990	87.69
June	2,446,584	2,149,763.5	87.87
Average monthly percentage of attendance.....			85.61

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE ATTENDANCE AND ACTUAL AGGREGATE ATTENDANCE, SHOWING VARIATION BY MONTHS.



Possible Aggregate shown in black line. Actual Aggregate shown in dotted line.

SCHOOL DISTRICTS

*School Districts in existence December 31, 1921.....	3,231
Consolidations in existence December 31, 1921	68
Number of School District units in such consolidations.....	217
School Districts erected during the year 1922:	
Public	72
Consolidated	1
Number of School District units in that consolidation.....	2
School Districts disorganized during the year 1922:	
Consolidated	1
Public	6
*Total number of School Districts in Province December 31, 1922.....	3,297
Total number of Consolidations in the Province December 31, 1922.....	68
Total number of School District units in Consolidations 1922.....	217
Number of Rural High Schools in the Province December 31, 1922.....	2
Number of Units in Rural High Schools at December 31, 1922	11

*Includes the units in Consolidations.

ATTENDANCE OF PUPILS

No. of Pupils attending school during the year.....	142,902
No. of Boys	72,093
No. of Girls	70,809
Total aggregate attendance for the year	18,766,434
Total average attendance for the year	100,514.54

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR

Less than 20 days	5,637
Between 20 and 39 days.....	9,803
Between 40 and 59 days.....	10,343
Between 60 and 79 days.....	8,240
Between 80 and 99 days.....	8,932
Between 100 and 119 days.....	10,203
Between 120 and 139 days.....	10,719
Between 140 and 159 days.....	14,832
Between 160 and 179 days.....	24,199
Between 180 and 199 days.....	37,104
200 days and over	2,890
Total	142,902

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING
THE YEAR

Public Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	137	102.90	86.9
Edmonton	13,081	10,769.99	90.9
Calgary	13,150	10,722.85	90.5
Thibault	155	106.37	93.5
Macleod	404	314.65	88.6
Lethbridge	2,502	1,896.30	90.7
Medicine Hat	2,859	2,358.27	92.2
Fort Saskatchewan	287	201.68	89.
Gleichen	226	178.93	92.1
Red Deer	807	620.04	91.8
Pincher Creek	273	210.97	89.6
High River	363	287.84	89.3
Okotoks	201	159.83	92.1
Innisfail	310	221.86	84.7
Olds	344	244.33	84.7
Lacombe	377	290.82	90.8
Wetaskiwin	610	500.04	92.9
Leduc	264	195.72	89.3
Ponoka	265	208.08	89.8
Cardston	663	545.48	92.4
Magrath	467	374.96	91.
Blairmore	457	345.59	85.6
Didsbury	319	237.31	90.5
Raymond	498	415.55	92.3
Claresholm	384	280.41	85.7
Athabasca	129	90.49	89.9
Irvine	101	68.55	84.3
Taber	638	444.64	87.7
Staveley	128	92.73	84.5
Coleman	544	458.43	90.6
Granum	143	102.94	87.3
Camrose	596	487.02	91.1
Vermilion Centre	393	288.57	86.
Stettler	465	366.78	91.3
New Vegreville	476	366.82	90.2
Daysland	167	134.14	90.8
Strathmore	203	163.26	88.8
Wainwright	311	222.02	88.8
Hardisty	196	155.14	87.9
Diamond City	81	49.22	84.6
Tofield	200	152.50	89.3
Carmanagay	100	73.10	89.5
Brooks	126	88.33	84.7
Bassano	275	206.75	95.3
Castor	256	172.34	87.
Redcliff	313	242.21	88.6
Beverley	288	194.69	88.1
Edson	309	208.74	81.8
Coronation	192	151.25	91.5
Drumheller	926	633.65	85.9
Hanna	414	277.73	86.1
Grouard	161	98.11	84.7
Grande Prairie	248	168.60	90.7
Peace River	321	215.22	88.7
National Park	326	217.53	86.3
St. Paul	319	193.43	81.9
Big Valley	298	198.04	83.3

ROMAN CATHOLIC SEPARATE SCHOOLS

	Enrolment	Average Attendance	Ave. Monthly Percentages
Calgary	1,323	1,021.87	90.6
Edmonton	1,700	1,303.30	91.3
Holy Cross	48	34.10	92.1
Lethbridge	510	416.93	90.4
Sacred Heart	78	60.43	91.3
St. Martin's	130	96.78	93.
North Red Deer	126	91.79	88.4
Pontmain	126	90.75	89.9
St. Louis	138	104.73	93.7
Theresetta	105	59.86	88.3

Average of monthly percentages of attendance for all schools (towns) during the year for the months actually operated, 89.

The following schools were in operation during the year:

Over 210 days	178
210 days and over 200 days	363
200 days and over 180 days	943
180 days and over 160 days	479
160 days and over 140 days	378
140 days and over 120 days	198
120 days and over 100 days	126
100 days and over 80 days	79
80 days and over 60 days	53
60 days and over 40 days	51
40 days and over 20 days	9
20 days and less	4

Total..... 2,861

SCHOOLS IN OPERATION, 1921-22

NUMBER OF DAYS

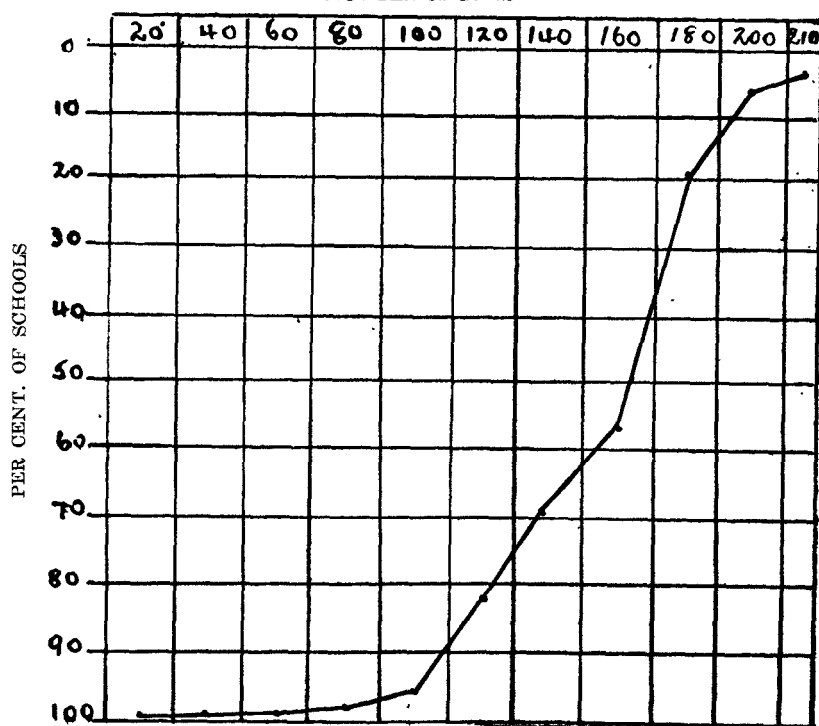
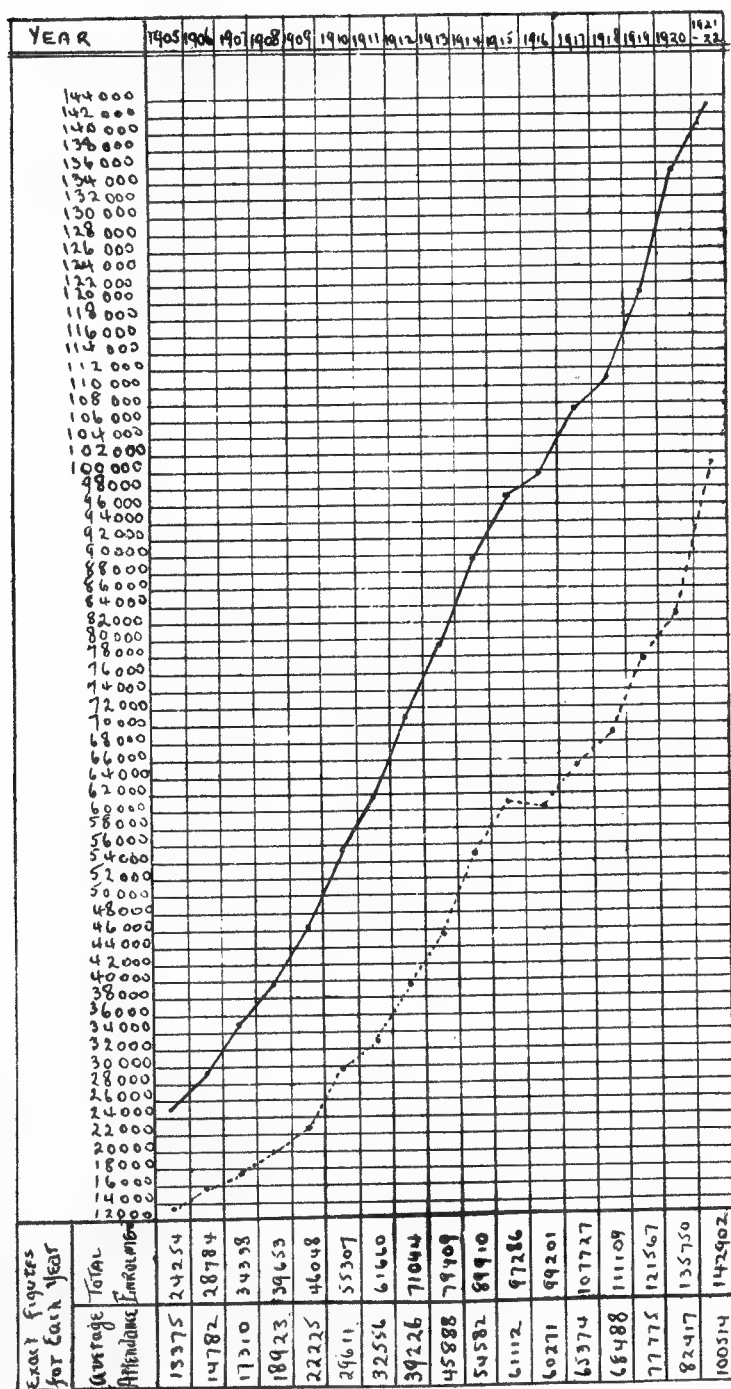


DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN
ALBERTA SCHOOLS FROM 1905-1922 INCLUSIVE.

Enrolment shown in BLACK LINE. Average Attendance shown in
DOTTED LINE.



TEACHERS' SALARIES, 1922
RURAL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	172	\$2,700	\$ 950	\$1,228.75
First Female.....	365	1,600	840	1,138.34
Second Male.....	423	2,060	840	1,185.37
Second Female.....	1554	1,620	840	1,127.98
Third Male.....	109	1,500	840	1,153.80
Third Female.....	398	1,440	840	1,122.18
Permit Male.....	211	1,400	840	1,066.43
Permit Female.....	251	1,380	840	1,050.00
*Pending Male.....	20	1,380	840	1,060.00
*Pending Female.....	59	2,000	840	1,060.00
Special Male.....	7	1,700	1,100	1,277.14
Special Female.....	17	1,800	1,000	1,211.76

*Teachers whose standing has not been determined for Alberta.

TOWN SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	176	\$3,500	\$1,100	\$2,231.73
First Female.....	339	2,900	780	1,477.41
Second Male.....	61	2,800	1,100	1,781.72
Second Female.....	727	2,140	840	1,321.54
Third Male.....	3	3,200	1,100	1,866.66
Third Female.....	19	1,500	1,000	1,262.89
Permit Male.....	Nil	....	....	....
Permit Female.....	2	840	840	840.00
*Pending Male.....	5	2,150	1,260	1,762.00
*Pending Female.....	5	1,900	1,100	1,390.00
Special Male.....	51	3,050	900	2,230.58
Special Female.....	47	2,600	750	1,734.91

*Teachers whose standing has not been determined for Alberta.

VILLAGE SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	50	\$2,550	\$1,000	\$1,637.60
First Female.....	52	1,700	800	1,244.23
Second Male.....	39	2,000	1,000	1,488.59
Second Female.....	165	1,920	950	1,212.63
Third Male.....	7	1,800	1,200	1,322.85
Third Female.....	21	1,400	650	1,145.71
Permit Male.....	Nil	....	....	....
Permit Female.....	3	700	650	666.66
*Pending Male.....	1	1,320	1,320	1,320.00
*Pending Female.....	Nil	....	....	....
Special Male.....	8	2,400	1,400	1,737.50
Special Female.....	3	1,800	840	1,296.66

*Teachers whose standing has not been determined for Alberta.

TEACHERS' SALARIES, 1922

ROMAN CATHOLIC SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	3	\$2,150	\$1,200	\$1,716.66
First Female.....	50	1,600	600	1,130.50
Second Male.....	9	2,100	700	1,283.33
Second Female.....	94	1,800	600	1,102.09
Third Male.....	Nil	....	....	....
Third Female.....	4	1,350	840	1,022.50
Permit Male.....	Nil	....	....	....
Permit Female.....	Nil	....	....	....
*Pending Male.....	Nil	....	....	....
*Pending Female.....	Nil	....	....	....
Special Male.....	Nil	....	....	....
Special Female.....	1	1,600	1,600	1,600.00

*Teachers whose standing has not been determined for Alberta.

CONSOLIDATED SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	42	\$2,280	\$1,300	\$1,689.88
First Female.....	41	1,700	1,000	1,280.85
Second Male.....	22	2,000	1,200	1,538.63
Second Female.....	110	1,680	1,000	1,230.19
Third Male.....	4	1,600	1,440	1,510.00
Third Female.....	27	1,600	1,000	1,200.00
Permit Male.....	1	1,000	1,000	1,000.00
Permit Female.....	3	1,200	1,200	1,200.00
*Pending Male.....	1	1,200	1,200	1,200.00
*Pending Female.....	Nil	....	....	....
Special Male.....	3	2,200	1,750	1,983.33
Special Female.....	2	1,700	1,100	1,400.00

*Teachers whose standing has not been determined for Alberta.

IN ALL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	443	\$3,500	\$ 950	\$1,720.39
First Female.....	847	2,900	600	1,286.98
Second Male.....	554	2,800	700	1,288.00
Second Female.....	2,650	2,140	600	1,190.05
Third Male.....	123	3,200	840	1,192.41
Third Female.....	469	1,600	650	1,132.57
Permit Male.....	212	1,400	840	1,066.11
Permit Female.....	259	1,380	650	1,045.70
*Pending Male.....	27	1,380	840	1,204.81
*Pending Female.....	64	2,000	840	1,086.34
Special Male.....	69	3,050	900	2,065.94
Special Female.....	70	2,600	750	1,577.58

*Teachers whose standing has not been determined for Alberta.

NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30, 1921, AND
JUNE 30, 1922, AND NUMBER OF DEPARTMENTS IN EACH.

Schools Having	Total Schools		Total Departments	
	June, 1921	June, 1922	June, 1921	June, 1922
1 department	2,489	2,588	2,489	2,588
2 departments	104	112	208	224
3 "	60	67	180	201
4 "	28	27	112	108
5 "	18	12	90	60
6 "	11	15	66	90
7 "	6	7	42	49
8 "	4	7	32	56
9 "	3	2	27	18
10 "	5	3	50	30
11 "	5	6	55	66
12 "	3	1	36	12
13 "	1	2	13	26
14 "	1	2	14	28
15 "	..	1	..	15
17 "	1	1	17	17
19 "	1	1	19	19
21 "	..	1	..	21
31 "	1	..	31	..
39 "	..	1	..	39
43 "	1	..	43	..
49 "	..	1	..	49
55 "	1	1	55	55
72 "	..	1	..	72
77 "	1	..	77	..
294 "	1	..	294	..
316 "	..	1	..	316
326 "	1	1	326	326
	2,746	2,861	4,276	4,485

1. Aggregate number of days attended during the year	18,766,434
2. Average number attending each day.....	100,514.54
3. Average number of days schools were open during the year.....	178.98
4. Average number of days pupils attended during the year.....	131.32
5. Average number of days lost by Pupils during the year.....	78.68
6. Percentage of total attendance in average attendance.....	70.34
7. Percentage proportionate of Secondary to Elementary Grades....	8.14

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR, FROM 1906
TO 1922 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount on Teachers' Salaries	Total Number of Teachers Employed	Number of School Districts	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	729	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	908,045.12	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,141,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.23	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,807	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,486,014.29	150,690.62	9,069,982.43
1918	48,880	62,229	28,961.28	39,527.37	2,860,351.67	5,632	2,964	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,866	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,232.17	*50,179.18	†5,213,011.25	†5,320	†3,301	†86	†18,055,485.21	†301,364.86	†12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	....	5,787	3,367	73			

* For the first term only.

† For the calendar year.

COMPARATIVE COST OF EDUCATION

In All Schools—

Cost per pupil per year according to enrolment.....	\$61.24
Cost per pupil per year according to average attendance.....	87.09
Average cost per pupil for each day in attendance.....	.489

In Ungraded Schools—

Cost per pupil per year according to enrolment.....	55.05
Cost per pupil per year according to average attendance.....	87.05
Average cost per pupil for each day in attendance.....	.495

In Graded Schools—

Cost per pupil per year according to enrolment.....	66.61
Cost per pupil per year according to average attendance.....	87.14
Average cost per pupil for each day in attendance.....	.4846

In Town and Village Schools—

Cost per pupil per year according to enrolment.....	52.09
Cost per pupil per year according to average attendance.....	72.50
Average cost per pupil for each day in attendance.....	.4802

In City Schools—

Cost per pupil per year according to enrolment.....	80.07
Cost per pupil per year according to average attendance.....	91.30
Average cost per pupil for each day in attendance.....	.4634

INFORMATION RECEIVED FROM FIFTY CITY AND TOWN SCHOOLS

DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION

ACADEMIC COURSE

Subject	Grade IX.		Grade X.		Grade XI.		Grade XII.		Totals By Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Algebra	1050	1393	682	901	420	660	151	189	2303	3143	5446
Arithmetic and Mensuration..	1098	1517	61	114	419	676	1	8	1579	2315	3894
Botany	1048	1394	668	884	..	1	..	1	1716	2280	3996
Chemistry	..	..	..	..	419	695	78	101	497	796	1293
Civics	159	208	681	901	231	405	64	88	1135	1602	2737
English Composition	1097	1513	717	1017	409	672	163	251	2386	3453	5839
English Literature	1098	1513	693	957	407	664	165	251	2363	3385	5748
French (oral)	681	886	350	495	191	321	67	132	1289	1834	3123
French (other than oral)....	715	942	364	517	192	361	72	142	1343	1962	3305
General Elementary Science ..	388	447	77	139	9	32	..	..	474	618	1092
Geography, General	2	7	559	719	3	2	..	..	564	728	1292
Geography, Physical	..	..	674	885	3	4	..	..	677	889	1566
Geometry	1038	1383	673	901	420	658	147	216	2278	3158	5436
German	5	12	13	28	4	10	2	..	24	50	74
Greek	..	..	..	..	..	..	..	..	..	..	..
History, Ancient	1	..	..	..	406	659	33	43	440	702	1142
History, British ...	1051	1396	2	11	6	..	..	..	1059	1407	2466
History, Canadian	48	126	681	896	10	15	..	..	739	1037	1776
History, European	..	..	..	..	81	111	158	244	239	355	594
Latin	600	791	328	394	174	213	35	71	1137	1469	2606
Physics	1010	1340	674	888	411	555	153	197	2248	2980	5228
Trigonometry	..	..	..	..	..	..	167	255	167	255	422
Zoology	990	1321	681	898	..	2	..	..	1671	2221	3892

COMMERCIAL COURSE

Book-keeping	59	198	46	87	..	..	..	..	105	285	390
Business Law	..	18	46	87	..	..	..	..	46	105	151
Stenography	59	227	21	205	..	..	..	..	80	432	512
Typewriting	59	227	27	205	..	..	..	..	86	432	518

TECHNICAL AND SPECIAL COURSE

Agriculture	2	7	..	..	351	584	..	..	353	591	944
Art	1010	1340	659	859	1	4	..	..	1670	2203	3873
Domestic Science	..	672	..	390	..	104	..	..	..	1166	1166
Physical Culture	677	1068	431	651	185	357	71	86	1364	2162	3526
Military Drill	712	46	469	65	253	21	78	8	1512	140	1652
Music	85	101	34	56	24	43	12	14	155	214	369
Mechanical Drawing	412	..	261	..	22	..	..	..	695	..	695
Manual Training	453	3	308	3	32	2	..	..	793	8	801

INFORMATION RECEIVED FROM FIFTY CITY AND TOWN SCHOOLS

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE, AND AGE LAST BIRTHDAY.

Grade	Sex	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade IX.	Boys	12	72	233	391	242	107	38	13	5	8	1121
	Girls	17	111	396	528	359	132	46	6	3	3	1601
Grade X.	Boys	1	15	46	179	201	158	82	29	11	14	736
	Girls	..	13	75	250	369	283	120	32	12	6	1160
Grade XI.	Boys	..	3	5	43	97	118	87	56	16	20	445
	Girls	..	..	6	40	168	228	161	64	25	13	705
Grade XII.	Boys	..	..	..	4	31	43	47	31	14	16	186
	Girls	..	..	..	8	38	74	69	42	18	14	263
Totals by Sex	Boys	13	90	284	617	571	426	254	129	46	58	2488
	Girls	17	124	477	826	934	717	396	144	58	36	3729
Grand Totals		30	214	761	1443	1505	1143	650	273	104	94	6217

POST-SCHOOL RECORD OF PUPILS

Statistics of Pupils 15 Years of Age and Over who left the Schools of Cities, Towns, Villages and Consolidations between July 1, 1921, and June 30, 1922.

1. Number of Pupils Leaving to Attend—	Totals
(a) Normal Schools	138
(b) Universities and Institute of Technology and Art.....	43
(c) Business Colleges	67
(d) Other Schools	267
	515
2. Number of Pupils who Left the District.....	812
3. Number who Died	28
4. Number Permanently at Home owing to Ill Health.....	77
5. Number at Work—	

GIRLS

Grades	7 and under	8	9	10	11	12	Total
(a) At Home	88	74	69	56	21	14	322
(b) In Domestic Service.....	22	8	2	3	..	1	36
(c) In Shops and Offices	14	14	20	82	2	1	133
(d) In Factories	6	2	2	..	..	..	10
(e) Learning a Trade.....	5	3	5	8	..	..	21
(f) In Other Occupations, such as delivering messages, etc. (specify)	..	1	8	1	5	10	25
(g) In Occupations not Known	11	9	5	8	5	1	39
Totals	146	111	111	158	33	27	586

BOYS

Grades	7 and under	8	9	10	11	12	Total
(a) At Home (farming, etc.).....	99	44	66	31	17	13	270
(b) In Shops and Offices as clerks...	17	17	38	35	15	9	131
(c) In Factories, Mines, etc.....	11	3	4	..	2	1	21
(d) Learning a Trade	22	12	9	4	1	4	52
(e) In Other Occupations, such as messengers, delivery boys, etc (specify)	49	25	8	10	7	2	101
(f) In Occupations not known	27	15	16	5	6	2	71
Totals	225	116	141	85	48	31	646

6. Number Not at Work—

Grades	7 and under	8	9	10	11	12	Total
(a) Girls	13	8	11	6	1	1	40
(b) Boys	34	19	8	6	1	..	68
Totals	47	27	19	12	2	1	108

Grand Total 2,772

REPORT OF PRIVATE SCHOOLS

Elementary and Secondary for the Scholastic Year ending June 30, 1922.

Number of Private Schools reporting 18

	Male	Female	Total
Number of Teachers in residence	33	62	95
Number of Teachers not in residence	27	41	68
Number of Pupils in residence	637	506	1,143
Number of Pupils not in residence	541	805	1,346
Number of Pupils also enrolled in publicly controlled schools	23	36	59
Number of Pupils doing work of elementary grades	578	653	1,231
Number of Pupils doing work of secondary grades	339	237	576
Number of Pupils doing special work only	231	451	682

TOTAL ENROLMENT	2,489.
Average daily attendance	2,036.13
Average number of days school operated	194.5
Length of course in years	6 to 14

SCHOOLS UNDER CONTROL OF—

(a) Church	10
Corporation	3
Society	1
Private Individuals	4
(b) Religious Denominations	14
Non-Sectarian	4

TEACHERS' QUALIFICATIONS, CLASS OF WORK, ETC.

CLASS OF WORK:	No. of Teachers
More than half time given to Elementary grades	52
More than half time given to Secondary grades	64
More than half time given to Technical, Special or Commercial work	47
	— 163

ACADEMIC QUALIFICATIONS:

M.A.	4
B.A.	31
D.D.	5
B.Sc.	1
University Graduates	21
First Class	17
Second Class	22
Third Class	1
Normal Graduates	5
Special	41
Others	15
	— 163

YEARS OF TEACHING EXPERIENCE:

1-5	70
5-10	38
10-15	31
15-20	15
Over 20	9
The average yearly salary for all Teachers	\$1,185.00

PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.
School Year Ended June 30, 1922.

Grades	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Kindergarten	Boys	22	19	3															44
	Girls	20	26	4															50
Grade I.	Boys	14	29	26	18	13	13	7	3	1	1				1				124
	Girls	10	33	22	18	14	8	5	3	2	1								114
Grade II.	Boys		1	8	21	15	12	8	3	2	1				1				71
	Girls			11	26	18	13	6	2	2									79
Grade III.	Boys			11	5	11	17	11	5	5	2	3	3						62
	Girls			4	4	14	24	17	9	7	5	4							87
Grade IV.	Boys			3	3	6	9	14	10	4	1	1	1		1				48
	Girls			4	4		13	19	14	8	4	2	2						73
Grade V.	Boys				6	6	11	14	8	2	2	1	2			1			45
	Girls				3	3	7	14	11	2	2	1	2		1	1			44
Grade VI.	Boys						7	15	16	6	4	3	1		1			1	56
	Girls						3	20	26	11	2	4	1			1			71
Grade VII. ...	Boys						3	6	12	21	12	5	3		1	1		1	62
	Girls						1	3	20	32	6	4	1		1	1			69
Grade VIII. ...	Boys								3	24	22	7	3		3	1			66
	Girls								1	10	24	16	10		4	1			66
Grade IX.	Boys								3	6	35	47	25	8	6	7	2	7	146
	Girls									12	42	62	30	11	9	6	6	3	181
Grade X.	Boys										10	33	65	34	15	8	5	17	187
	Girls										8	38	85	50	22	7	8	11	229
Grade XI.	Boys											14	47	61	33	19	11	24	209
	Girls											24	62	72	36	26	24	18	262
Grade XII. ...	Boys												2		5	6	4	6	28
	Girls												4		3	3	5	1	16
Totals by Sex.	Boys	36	49	37	47	51	69	75	63	70	88	114	152	112	63	43	23	56	1148
	Girls	30	59	37	52	57	69	84	85	85	93	154	195	144	74	45	44	34	1341
Grand Totals.....		66	108	74	99	108	138	159	148	155	181	268	347	256	137	88	67	90	2489

PRIVATE SCHOOLS

DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION

ACADEMIC COURSE

Subject	Grade IX.		Grade X.		Grade XI.		Grade XII.		Totals By Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Algebra	39	85	69	63	101	70	21	7	230	225	455
Arithmetic and Mensuration	70	86	29	34	136	77	5	3	240	200	440
Botany	38	85	32	28	..	..	..	..	70	113	183
Chemistry	..	..	..	..	48	39	2	4	50	43	93
Civics	27	26	65	33	68	60	1	5	161	124	285
English Composition	69	106	47	33	150	99	19	9	285	247	532
English Literature	75	110	41	63	121	130	20	9	257	312	569
French (oral)	47	42	61	34	57	34	16	5	181	115	296
French (other than oral)	34	31	44	43	37	34	14	2	129	110	239
General Elementary Science	26	53	43	34	25	23	..	..	94	110	204
Geography, General	31	22	26	30	18	16	14	..	89	68	157
Geography, Physical	31	22	42	10	18	16	14	..	105	48	153
Geometry	38	95	68	32	68	80	7	4	181	211	392
German	..	..	..	..	3	3	2	2	5	5	10
Greek	..	..	..	..	18	..	14	..	32	..	32
History, Ancient	30	..	..	..	40	31	..	..	70	31	101
History, British	33	99	18	15	88	89	14	..	153	203	356
History, Canadian	22	31	85	68	25	41	..	..	132	140	272
History, European	30	22	13	43	18	27	15	3	76	95	171
Latin	50	91	47	59	52	67	..	3	149	220	369
Physics	34	88	62	75	89	85	..	3	185	251	436
Trigonometry	..	..	..	..	..	..	1	6	1	6	7
Zoology	6	13	29	29	..	..	..	..	35	42	77

COMMERCIAL COURSE

Book-keeping	1	7	13	12	18	15	8	2	40	36	76
Business Law	..	9	13	15	..	18	14	..	27	42	69
Stenography	11	15	13	18	..	2	2	1	26	36	62
Typewriting	11	15	13	18	..	2	5	4	29	39	68

TECHNICAL AND SPECIAL COURSE

Agriculture	12	22	..	..	19	20	..	..	31	42	73
Art	13	36	26	25	..	4	..	..	29	65	94
Domestic Science	..	12	..	6	..	18	..	..	..	36	36
Physical Culture	15	22	19	14	10	16	1	5	45	57	102
Military Drill	4	..	9	..	10	..	..	..	23	..	23
Music	7	17	6	5	4	14	7	1	24	37	61
Mechanical Drawing	..	..	..	..	..	..	..	..	..	..	..
Manual Training	7	6	15	11	8	8	10	3	40	28	68

REPORT OF BUSINESS COLLEGES (PRIVATE)

For the Scholastic Year Ending June 30, 1922.

Number of Business Colleges reporting..... 5

	Male	Female	Total
Number of Instructors.....	15	31	46
Number of Students enrolled.....	955	1,349	2,304
Number of Students in day courses.....	323	705	1,028
Number of Students in night courses (not also in day courses)	632	644	1,276

AVERAGE NUMBER OF DAYS COLLEGES OPERATED:

For day courses.....	221
For night courses.....	67

AVERAGE NUMBER OF HOURS OF SESSION:

For day courses.....	5.35
For night courses.....	2.33

SYSTEMS OF SHORTHAND:	Number of Students
Gregg	263
Pitman	348

COURSES OR COMBINATION OF COURSES

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
BUSINESS:				
Book-keeping	91	198	110	106
Shorthand	92	186	95	238
Office Routine.....	16	60	12	105
Telegraphy	25	5	15	5
CORRESPONDENCE:				
Commercial	75	58	..	..
Academic	66	40	..	..
MUSIC:				
Piano, violin, organ, etc.....	108	263	256	423
EXPRESSION AND PHYSICAL CULTURE....	24	53	..	..
Total	497	663	488	877

TUITION FEES:	By Month	For Course
Day courses	\$19.00	\$135.00
Night courses	7.50	....

NORMAL TIME FOR GRADUATION:

Day or night courses..... 6 to 10 months

STUDENTS IN FOLLOWING BRANCHES OR SUBJECTS

	Students	
	Men	Women
Arithmetic, Commercial	123	216
Auditing	8	..
Book-keeping	201	304
Business Organization and Management.....	33	10
Commercial Law	93	69
Commercial Geography	31	10
Correspondence	161	487
Economic Geography	3	..
English Literature	95	85
English Composition	153	271
Filing	61	377
French	30	20
Business Papers	64	192
Office Routine	28	165
Penmanship	167	432
Rapid Calculation	159	290
Secretarial Duties	6	50
Spelling	150	315
Adding Machine	58	181
Dietaphone	..	25
Mechanical Book-keeping	30	10
Posting Machine	30	10
Typewriting	213	492

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1922

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Moose Mountain ..	4087	Jan. 4, 1922	35	3	5	T. Fulton
Craigend	4088	Jan. 10, 1922	64-65	13-14	4	Mrs. Gervais
Lac Bellevue	4089	Jan. 12, 1922	56	9-10	4	D. Noel
Gravelburg	4090	Jan. 16, 1922	18-19	1	4	Wm. Keinzle
Granville	4091	Jan. 20, 1922	64-65	19-20	4	E. Broderick
Ernest Park	4092	Feb. 7, 1922	45-46	26-27	4	F. Soderstrom
Hazel Dell	4093	Feb. 8, 1922	37	4-5	5	T. McKenzie
Meecheche	4094	Feb. 25, 1922	30	18-19	4	Thos. Rowe
Indian Lake	4095	Mar. 4, 1922	51	7	4	A. M. Pearman
Yule	4096	Mar. 7, 1922	23-24	21-22	4	Geo. Collins
Hawthorn	4097	Mar. 9, 1922	26-27	27	4	W. Culp
Irish Creek	4098	Mar. 9, 1922	62	25	4	Wm. Argue
Basing	4099	Mar. 20, 1922	47-48	20	5	M. M. O'Brien
Burnt River	4100	May 1, 1922	82-83	1	6	J. W. Ferguson
Trieste	4101	Mar. 23, 1922	65-66	15	4	Joe Michetti
Venice	4102	Mar. 23, 1922	65-66	14-15	4	J. O. Billos
Albeck	4103	Mar. 23, 1922	8-9	3-4	4	L. Brown
Beulah	4104	Mar. 23, 1922	50	3-4	4	W. G. Ketcheson
Forfar	4105	Mar. 31, 1922	65-66	24-25	4	D. Kuzyk
Blueberry Mtn.	4106	Apr. 6, 1922	80	7-8	6	L. G. Huston
Bobtail	4107	Apr. 8, 1922	43-44	24-25	4	A. Liddle
Jolly	4108	Apr. 10, 1922	62-63	4-5	4	
Judah	4109	Apr. 19, 1922	82-83	21-22	5	Arthur Cragg
Flatbush	4110	Apr. 20, 1922	65-66	1-2	5	E. Sakowsky
Anellen	4111	Apr. 20, 1922	73-74	11	6	Bert Yaple
Harewood	4112	Apr. 22, 1922	53	4-5	4	C. A. Parker
Chornohora	4113	May 9, 1922	61-62	24-25	4	Peter Kostyniuk
Merrickville	4114	May 9, 1922	28-29	2-3	4	W. L. Heartwell
Prairie Echo	4115	May 18, 1922	76	15-16	5	Pat Morin
Dubuc	4116	May 18, 1922	51-52	14-15	4	Dubuc.
Peers	4117	May 23, 1922	54-55	13-14	5	E. C. Acorn
Kyte	4118	May 23, 1922	36-37	24	4	Hugh Williams
Living Spring	4119	May 23, 1922	22-23	21-22	4	F. C. Bennett
Fox Creek	4120	May 25, 1922	77-78	26-1	5-6	J. N. Ferguson
New Haven	4121	May 29, 1922	27	2	4	G. Dittman
Leigh	4122	June 9, 1922	54-55	4-5	5	Geo. Shorten
Sunny Lake	4123	June 10, 1922	17-18	21-22	4	G. Armstrong
Calling Lake	4124	June 19, 1922	72-73	21-22	4	R. J. Gaunt
Rocky Rapids	4125	June 22, 1922	49-50	6-7	5	Gilbert McCall
Rannock	4126	July 10, 1922	56	10-11	4	John Palamaruk
Harts	4127	July 10, 1922	36	9	4	G. H. Armstrong
St. Cyr.	4128	July 10, 1922	57	8-9	4	A. Picard
Patterson	4129	July 17, 1922	6-7	18-19	4	G. L. Metzger
Johnston	4130	July 31, 1922	57	9-10	4	J. K. Johnston
Lindley	4131	Aug. 9, 1922	52-53	1	5	
Community	4132	Aug. 9, 1922	7	21	4	A. J. Watson
Sturgeon Lake	4133	Aug. 10, 1922	70-71	24-25	5	Chas. C. Bremner
Cooper	4134	Aug. 15, 1922	37-38	9-10	4	C. R. Kerr
Gouldsboro'	4135	Aug. 17, 1922	59-60	21	4	S. Shepchok
Chimney Hills	4136	Aug. 21, 1922	25	22-23	4	S. Horton
Beveridge Lake ..	4137	Aug. 21, 1922	29-30	21-22	4	J. R. McEwan
Bissett	4138	Aug. 21, 1922	40-41	6-7	4	Mr. Kennedy
Fabyan	4139	Aug. 23, 1922	45	7-8	4	N. King
Highbury	4140	Aug. 24, 1922	47	1-2	4	
Dalkeith	4141	Sept. 5, 1922	28-29	15-16	4	Carl Hartt
Dochart	4142	Sept. 13, 1922	36-37	1-2	4	Wm. Gray, M.A.
McPherson Coulee.	4143	Sept. 22, 1922	27-28	1	5	U. Killam
Lawsonburg	4144	Sept. 23, 1922	29	16-17	4	T. Witty
Manitoulin	4145	Sept. 23, 1922	28	15	4	W. Hall
Fish Lake	4146	Sept. 23, 1922	28-29	16-17	4	Jas. Lawrence
Hickling	4147	Sept. 27, 1922	40	22-23	4	H. S. Crutehfield

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Carradale	4148	Sept. 27, 1922	38-39	22-23	4	W. Jones
Towers	4149	Oct. 9, 1922	21-22	20-21	4	D. Clark
Byng	4150	Oct. 14, 1922	83	23	5	John Bell
Arrocher	4151	Oct. 31, 1922	7- 8	17-18	4	John Scofield
Seebe	4152	Nov. 9, 1922	24-25	8- 9	5	J. F. Boyce, B.A.
Rosseau	4153	Nov. 9, 1922	29-30	1	4	J. W. Yake, B.A.
Falconer	4154	Nov. 9, 1922	48-49	2	5	Frank Mincke
Iron River	4155	Nov. 9, 1922	62-63	6- 7	4	C. O. Carlson
Rolly Land	4156	Nov. 21, 1922	22	20-21	4	A. Befus
Glacier	4157	Dec. 1, 1922	37-38	7- 8	5	J. Watt
Clear Range	4158	Dec. 4, 1922	52-53	1- 2	4	D. A. Doull
Lucania	4159	Dec. 8, 1922	26	10-11	4	H. S. Munro

CONSOLIDATED SCHOOL DISTRICTS

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Seollard	76	May 5, 1922	34-35	20-21	4	

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